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ABSTRACT

The New York State Social Studies Program's goals focus on skills, content, and concepts. Content refers to historic, geographic, economic, political, and social information taught. Multicultural content is designed to build constructive attitudes toward diversity in society. The skills that are considered important are: (1) gathering information, (2) using information, (3) presenting information, (4) participating in interpersonal and group relations, and (5) self-management. The concepts appropriate for grades K-6 are: (1) change, (2) citizenship, (3) culture, (4) empathy, (5) environment, (6) identity, (7) interdependence, (8) nation-state, (9) scarcity, and (10) technology. This curriculum guide for grade 3 is in two parts. The teacher's notebook section elaborates on the key features of the program and suggests relevant classroom applications. The syllabus section consists of 25 units. Each unit is divided as to the concepts to be taught, the social content understandings to be achieved, possible activities, possible skills or attitudes to be developed, suggestions for evaluating the success of the unit, and print and nonprint resources that might be useful when preparing and presenting the unit. An appendix discusses the needs of students with handicapping conditions and lists strategies for modifying instructional techniques and materials to meet those needs. (JB)

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SOCIAL STUDIES PROGRAM

The University of the State of New York
The State Education Department
Bureau of Curriculum Development
Albany, New York 12234

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SOCIAL STUDIES PROGRAM

The University of the State of New York
The State Education Department
Bureau of Curriculum Development
Albany, New York 12234
1982

1988 Updated Edition

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FOREWORD

During the period in which the K-6 social studies program was initiated, developed, field tested and revised for publication, participation in the syllabus development process dealt with some persistent and difficult issues. Among them were the following:

- How can social studies curriculum address student needs and interests?
- How can a K-6 program provide a foundation for students living in a rapidly changing global world?
- How can process elements as keys to lifelong learning be incorporated into a social studies program?
- How can an elementary program reflect increasing knowledge about child development and learning?
- How can syllabus material give attention to the learning environment as well as the learning content?
- How can syllabus material help teachers deal with content selection?
- How can social studies experiences encourage students to accept the responsibilities of participatory citizenship?
- How can syllabus materials meet the needs of a diverse State, giving sufficient direction and yet providing flexibility?
- How can materials prepared this year be relevant next year, and the next?
- How can students be led to consider the future as well as the past and present in social studies?
- How can we educate for multicultural understanding and cooperation in an increasingly interdependent world?

These issues continue to be of concern today. As local districts organize for curriculum development and for instruction in social studies they must consider those issues carefully.

The content, concept and skill goals of the State social studies program represent educational outcomes. It is toward these outcomes that the district program should be directed. These outcomes provide a framework,

or guide to curriculum development. Content specifics and programs should be based on this framework. Each theme, unit and lesson should be planned with attention to the content, concept and skill learning it fosters. The New York State social studies program outcomes can be represented visually as follows:

N. Y. S. SOCIAL STUDIES PROGRAM GOALS

SKILLS

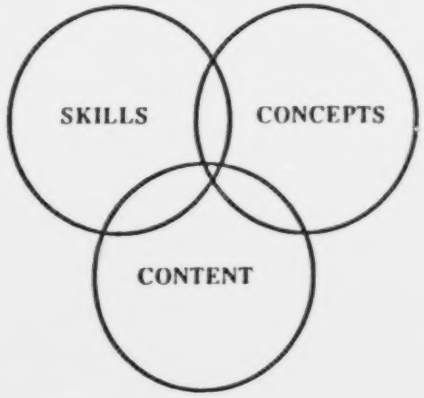
Gathering Information

Using Information

Presenting Information

Participating in Interpersonal and Group Relations

Self-Management



CONTENT

Historic
Geographic
Economic
Political
Social

CONCEPTS

K - 6

Change
Citizenship
Culture
Empathy
Environment
Identity
Interdependence
Nation-State
Scarcity
Technology

7 - 12

Choice
Diversity
Human Rights
Justice
Political System
Power

It is not possible to include in a syllabus all the possible examples which can be used to develop the ideas which the syllabus provides. A district curriculum development team, and the individual teachers in the district's classrooms, must exercise sound professional judgment in the selection of well balanced materials.

This 1987 edition of the New York State Social Studies Program, reflects some changes from the 1982 program. These changes, which came about through dialogue and active involvement of educators, are summarized below.

- the addition of a graphic symbol accompanied by notes to teachers recommending attention to multicultural content. In our diverse society, it is critical that multicultural content be used to build the self-esteem and identity of all students. All curriculum documents should build toward constructive attitudes toward diversity for all students.

- the addition of appropriate content examples which will help districts to make decisions about which data to use to illustrate the content objectives for the units

- updating of the resource column to reflect current material available to teach the program's content, concepts and skills

- cosmetic changes which will make the syllabus easier to use

The Bureau of Social Studies Education and the Bureau of Curriculum Development continue to encourage dialogue about this and other publications. In addition, these bureaus welcome copies of local guides or other materials developed to implement the social studies program. For assistance in developing local materials the readers may want to consult:

Curriculum Development: A Handbook for School Districts (The State Education Department)

Supervision Manual: Social Studies Program (The State Education Department)

SSEC Curriculum Development Manual

NCSS Document; Curriculum Guidelines

or call the Bureau of Social Studies at (518) 474-5934 or 474-5978.

ACKNOWLEDGMENTS

Contributors to these materials include the following who have acted as advisors, writers, and consultants.

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The K-6 social studies curriculum revision would not have been possible without the extraordinary cooperation of the District Superintendents and their Boards of Cooperative Educational Services (BOCES) throughout the State. They were represented by their Curriculum Committee chaired by Freeman A. VanWickler, District Superintendent, Delaware-Chenango-Madison-Otsego BOCES. The K-6 project administration was conducted under the supervision of Mr. William Crocoll, former District Superintendent Erie II BOCES.

The K-6 social studies curriculum revision was completed under the direction of Donald H. Bragaw, chief, Bureau of Social Studies Education. Judith S. Wooster, associate in the Bureau of Social Studies Education, served as project coordinator and was assisted by Jacob I. Hotchkiss, associate. The manuscript was reviewed by Coe Dexter, John Dority, and Kenneth Wade, associates, Bureau of Social Studies Education. George Gregory, associate, Bureau of Curriculum Development, assisted in the development and review of this program.

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TEACHER NOTEBOOK

The Teacher Notebook appears at the beginning of every grade level segment of the K-6 social studies syllabus. Its goal is to elaborate on the key features of the program, suggesting relevant classroom applications.

While the sections of the Teacher Notebook may be read separately, in essence they each represent necessary pieces of the whole social studies program and set the stage for use of the syllabus.

CONCEPT GOALS OF THE ELEMENTARY PROGRAM

Concepts are content organizers. They are mental images or word pictures conveyed by a single word or word combination. The following characteristics apply to concepts.

A concept is:

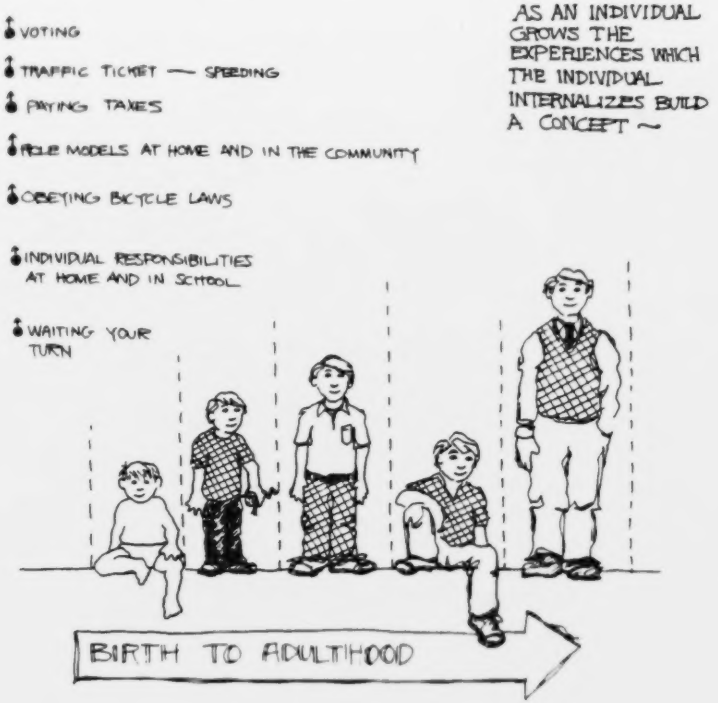
- usually abstract, as opposed to concrete
- a product of the analysis and synthesis of facts and experiences rather than a definition to be learned
- constantly subject to expansion of meaning and delineation of detail, as experience provides different settings and different relationships in new contexts.

Concepts are constructed by students through interactions between their mental structures and their environment. This process of restructuring knowledge is:

- ongoing
- stimulated by active involvement
- developmental in nature.

Illustrated graphically, a student grows to incorporate new experiences into his/her existing framework and at the same time modifies that mental framework, changing and extending it. In recognition of the developmental nature of concept learning, the concept goals of the K-6 social studies program are highlighted on each syllabus page. Content understandings and activities are designed to foster conceptual growth.

All school and life experiences influence a person's perception of a concept such as ~ Citizenship


VOTING
TRAFFIC TICKET — SPEEDING
PAYING TAXES
ROLE MODELS AT HOME AND IN THE COMMUNITY
OBEYING BICYCLE LAWS
INDIVIDUAL RESPONSIBILITIES AT HOME AND IN SCHOOL
WAITING YOUR TURN
AS AN INDIVIDUAL GROWS THE EXPERIENCES WHICH THE INDIVIDUAL INTERNALIZES BUILD A CONCEPT ~
BIRTH TO ADULTHOOD

The ten key concept goals of the K-6 social studies curriculum are:

CHANGE
basic alterations in things, events, and ideas

CITIZENSHIP
membership in a community (school, state, nation....) with its accompanying behaviors, rights, and responsibilities

CULTURE
the way of living any society develops to meet its fundamental needs

EMPATHY
the ability to understand others through being able to identify in one's self responses similar to the experiences, behaviors, and responses of others

ENVIRONMENT
surroundings, including natural elements and elements created by humans

IDENTITY
awareness of one's own values, attitudes, and capabilities as an individual and a member of groups

INTERDEPENDENCE
reliance upon others in mutually beneficial interaction and exchange

NATION-STATE
a geographic/political organization uniting people by a common government

SCARCITY
the conflict between unlimited needs and wants and limited natural and human resources

TECHNOLOGY
the tools and methods used by people to get what they need and want

Further elaboration and definition of these concepts are included in the syllabus. Through social studies experiences in the elementary grades, students will build mental categories which provide a foundation for social studies learning in grades seven through twelve.

There is a great deal educators need to learn about teaching for concept learning. This syllabus offers a starting point for incorporating concept goals into social studies planning. Local districts are encouraged to elaborate on and refine these efforts.

SKILL GOALS OF THE ELEMENTARY PROGRAM

The incorporation of skills into the elementary social studies program has grown out of increased emphasis upon skill development in all educational fields. The following skills list categorizes skills which are chiefly social studies skills as well as those skills which are interdisciplinary. Items from the skills list have been incorporated into the syllabus at every grade level. Teachers are encouraged to plan each social studies lesson with regard to systematic skills development using this list as it is written or as it is amended to meet local needs.

Suggested Skills List

I. Getting Information

Identifying a variety of sources of information

- multiple sources of the same types of information
- varying approaches, viewpoints, interpretations
- reference works, newspapers, magazines, primary and secondary sources
- tables, graphs, charts, diagrams, pictures
- maps, globes, atlases, vocabulary
- visuals, field trips, artifacts
- listening
- observing

Recognizing advantages and limitations of various sources

Locating sources of print and nonprint information

- libraries (card catalogs, indices, library guides such as Readers' Guide to Periodical Literature)
- tables of contents, appendices, glossaries, bibliographies, and indices
- museums, galleries, public and private collections, motion pictures, television, radio, recordings, conversations, interviews

Identifying the types and kinds of information needed by

- recognizing information that is relevant as differentiated from information that is irrelevant
- using subquestions and/or predicted consequences
- understanding purposes for which information is to be used

Locating information in print and nonprint sources

- main elements
- main ideas
- supportive elements

Organizing collected information

- orderly, precise, summarized notes
- cited sources

II. Using Information

Classifying and/or categorizing data by

- selecting appropriate headings for data
- distinguishing between relevant and irrelevant information and events
- placing ideas in order, chronological and other

- developing tables, charts, maps, and graphs to clarify data and ideas
- identifying differences and similarities in data

Evaluating data by

- differentiating fact from opinion
- identifying frames of reference
- identifying value laden words
- detecting evidence of propaganda
- evaluating author's or person's qualifications

Drawing inferences from data by

- identifying relationships among the parts
- detecting inconsistencies
- weighing conflicting facts and statements

Checking on completeness of data and questioning hypotheses based on sufficiency of evidence by

- using simple mathematical and statistical devices to analyze data
- testing, refining, and eliminating hypotheses and working out new ones when necessary
- drawing conclusions

Generalizing from data by

- applying previously learned concepts and generalizations to the data or situation
- checking reasoning against basic principles of logic and looking for inconsistencies, limitations of data, and irrelevancies

- creating a broad statement which encompasses findings

Scrutinizing possible consequences of alternative courses of action by evaluating them in light of basic values, listing arguments for and against such proposals, and selecting courses of action most likely to achieve goals.

Revising generalizations in the light of new data

III. Presenting Information

Speaking in an effective way by

- spending sufficient time in planning and preparing, whether it be for an individual oral report or as a member of a panel, debate, forum, etc.
- talking in complete sentences
- keeping to the topic
- using appropriate visuals
- learning and developing the skills of being a discussion leader or participant

Using media and various visuals for communicating ideas by

- previewing such media and visuals
- preparing appropriate commentary
- using a variety of media forms: films, filmstrips, photographic essays, etc.
- constructing and using appropriate tables, charts, graphs, cartoons, etc.

Writing in an expository way by

- thinking logically

- communicating ideas coherently
- forming generalizations based on appropriate data
- supporting such generalizations through the use of relevant factual information
- using different forms of written exposition: investigative, informative, interpretive, argumentative
- following an acceptable format that includes an introductory element, a body containing the basis of the exposition, and a conclusion

Recognizing and using nonverbal means of communicating by

- understanding the variety of kinds of non-verbal communications: gestures, touching, eye language, handling of body trunk, etc.
- appreciating that the amount and kind of non-verbal communications vary from culture to culture

IV. Participating in Interpersonal and Group Relations

Incorporating a set of positive learning attitudes by

- recognizing that others may have a different point of view
- observing the action of others
- being attentive to situational as well as personal causes of conflict
- listening to reason
- recognizing and avoiding stereotypes
- withholding judgment until the facts are known
- objectively assessing the reactions of other people on one's own behavior

Participating in group planning and discussion by

- following democratic procedures in helping to make group decisions
- initiating ideas
- giving constructive criticism
- suggesting means of group evaluation
- suggesting ways of resolving group differences
- anticipating consequences of group action

Assuming responsibility for carrying out tasks

- individual
- group

Being alert to incongruities and problems

Defining basic issues by

- defining terms
- identifying basic assumptions
- identifying value conflicts

Setting up hypotheses and/or alternative courses of action.

NOTE: The skills described as self-management skills pertain to a student's growth in affective areas.

These skill goals can be summarized as decreasing egocentricity, ethnocentricity, and stereotypic behavior and developing constructive attitudes toward change, ambiguity, diversity, and conflict.

While these skills are some of the most difficult to achieve, they pervade the social studies program and the entire school program.

V. Self-Management Skills[1]

Decrease Egocentric Perceptions

- evidencing a growing capacity to recognize the existence of perspective and to project themselves into alternative perspectives
- evidencing a growing capacity to explain why they might feel or act the same way as another, were they in the other's social and situational setting
- evidencing a growing capacity to accept alternative perspectives as being legitimate explanations of the differing perceptions of others
- evidencing a growing capacity to consider and act in response to the interests and welfare of others

Decrease Ethnocentric Perceptions

- demonstrating a growing capacity to make and prefer statements about their groups that do not imply a standard by which all other groups are judged
- evidencing a growing capacity to make and prefer statements about other groups which do not use their own groups as a standard
- showing a growing ability to consider and act in response to the interests and welfare of others' groups in addition to those of their own group

Decrease Stereotypic Perceptions

- evidencing a growing capacity to use and prefer qualifying statements that restrict the scope of the characteristics of phenomena
- evidencing a growing capacity to use and prefer tentative characterizations of perceived phenomena, thus indicating their awareness that both the state of the phenomena and the viewer's perception of them are subject to change

Increase the Ability to Empathize

- demonstrating a growing capacity to describe accurately the thoughts and feelings of others

[1]Reprinted with permission from Skill Development in Elementary Social Studies: A New Perspective, by Barbara J. Winston and Charlotte C. Anderson (Boulder, CO: Social Science Education Consortium and ERIC Clearinghouse for Social Studies/Social Science Education, 1977).

- evidencing a growing ability to avoid pejorative explanations of behaviors different from their own

Develop Constructive Attitudes Toward Diversity

- demonstrating a growing capacity to accept diversity as inevitable and natural

- evidencing a growing capacity to respond to diversity by defending or promoting desirable differences and condemning or reducing undesirable differences
- showing a growing ability to recognize the moral complexity inherent in diversity and to seek humane solutions for such moral dilemmas

Develop Constructive Attitudes Toward Change

- demonstrating a growing capacity to perceive change as inevitable and natural
- evidencing a growing capacity to recognize the ramifications of change
- evidencing a growing capacity to defend and promote desirable change and condemn or impede undesirable change
- showing a growing ability to recognize the moral complexity inherent in change and to seek humane solutions for such moral dilemmas

Develop Constructive Attitudes Toward Ambiguity

- evidencing a growing capacity to perceive ambiguity as natural and inevitable
- developing a growing capacity to tolerate ambiguity

Develop Constructive Attitudes Toward Conflict

- demonstrating a growing capacity to perceive that conflict is inevitable and natural
- evidencing a growing ability to perceive conflict as potentially manageable and to identify and use alternative methods of managing conflict
- becoming more adept at recognizing the moral complexity inherent in any conflict situation

STUDENT EVALUATION

Effective evaluation must be an ongoing part of a social studies program. It is multipurpose in nature, and can be used to:

- determine a student's readiness for learning
- provide the student and teacher with guidance in assessing ongoing learning progress
- aid in student self-evaluation
- indicate individual or group instructional needs
- demonstrate student achievement in knowledge and skill acquisition
- indicate the effectiveness of classroom procedures, strategies, and materials
- provide qualitative and quantitative feedback on performance for parents, teachers, and students themselves.

Effective evaluation requires ongoing attention to such questions as:

- Are students achieving the knowledge and skills set as goals and objectives?
- To what degree of success?
- How can we know?

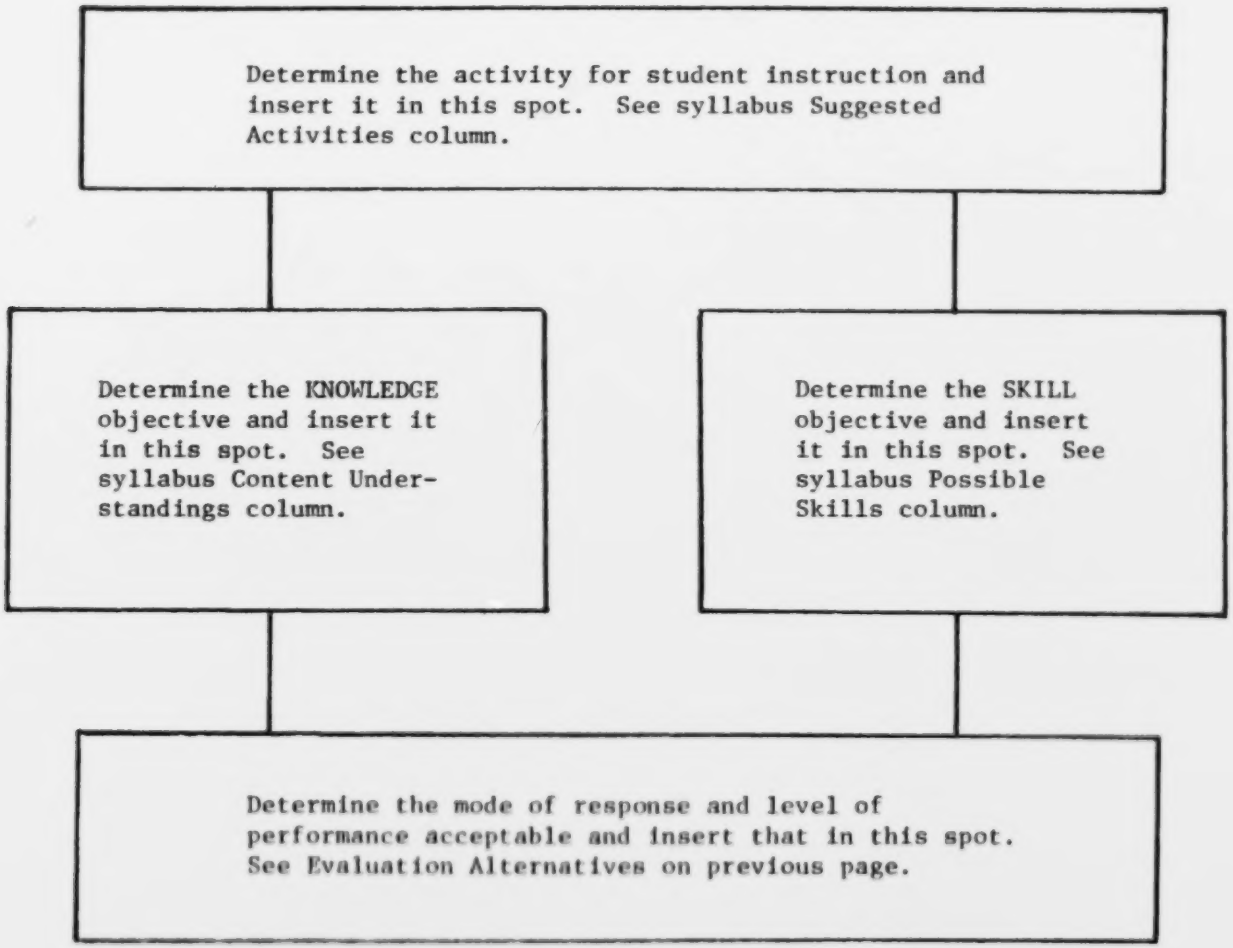
The ASSESSMENT OF OUTCOMES MODEL explained on the next page can help a teacher answer these three questions.

In day-to-day social studies instruction, the teacher has a wide variety of evaluation techniques and strategies from which to choose. Using a variety of formal and informal methods can provide information about the knowledge and skill progress of students, and assist in planning for social studies learning.

The following list of different methods of evaluation may act as a teacher checklist.

- Observations
- Rating scales and checklists
- Conferences with individuals or groups
- Group discussions
- Anecdotal records
- Problem-solving and value clarification processes and skills
- Higher level analytical questioning
- Teacher-made objective tests
- Standardized tests
- Expository and creative writing
- Student criteria setting and self-evaluation
- Student peer evaluation
- Role play and simulations
- Culminating projects

To use the ASSESSMENT OF OUTCOMES MODEL for planning and evaluating...


Determine the activity for student instruction and insert it in this spot. See syllabus Suggested Activities column.
Determine the KNOWLEDGE objective and insert it in this spot. See syllabus Content Understandings column.
Determine the SKILL objective and insert it in this spot. See syllabus Possible Skills column.
Determine the mode of response and level of performance acceptable and insert that in this spot. See Evaluation Alternatives on previous page.

Building toward the CONCEPT(S) of _____.
Enter 1 or more of 10 program concepts

A sample form is completed on page 12. A form for duplication and use is included on page 13.

ASSESSMENT OF OUTCOMES MODEL

Teacher: Sample Date: _____

Grade: _____

Given preparation and instruction through

viewing filmstrips about families around the world

the student will demonstrate

KNOWLEDGE of the content understanding

family structure varies from place to place

SKILL in

generalizing from data

to the performance level of

identifying at least two ways family structure may vary place to place

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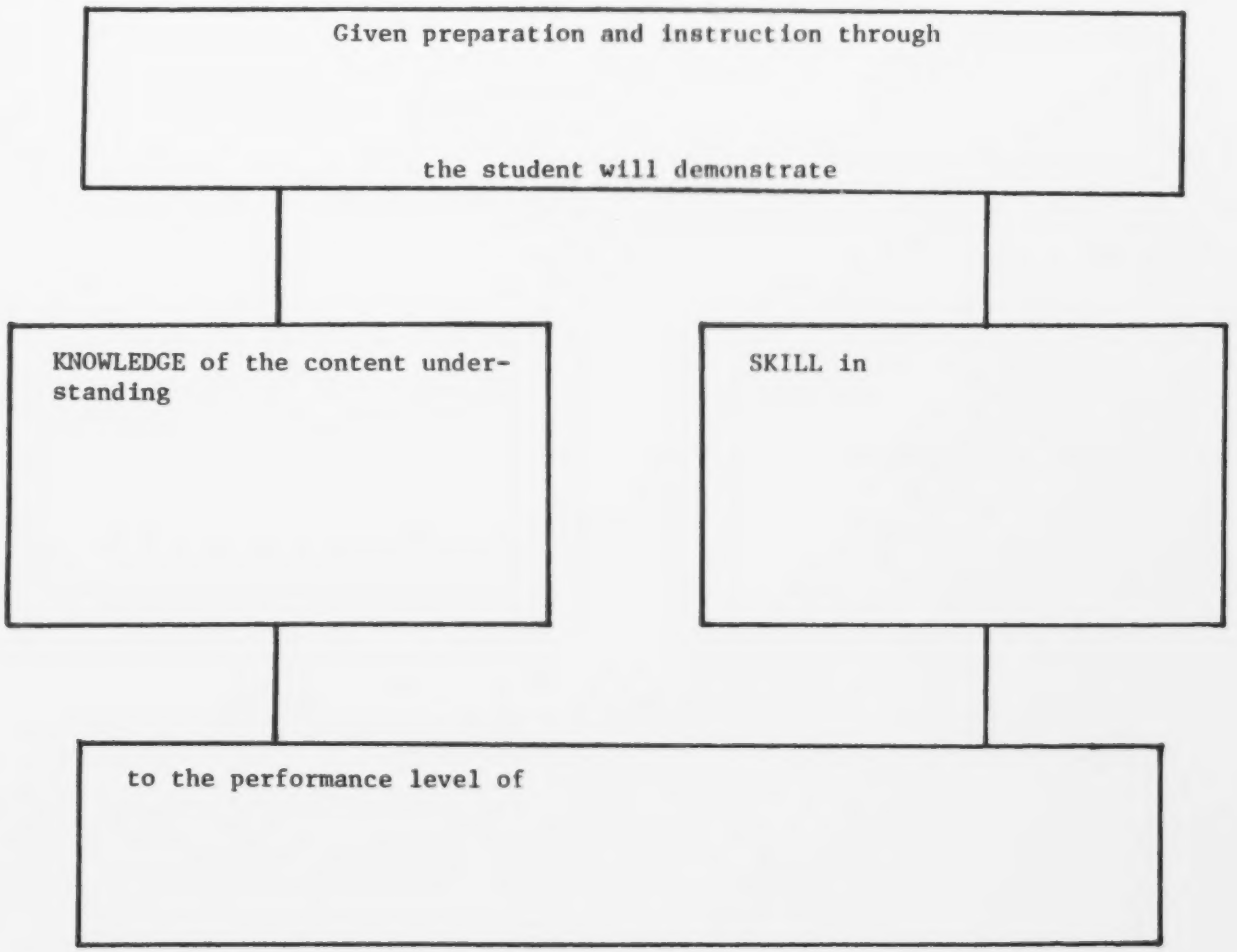
Building toward the CONCEPT of CULTURE.

ASSESSMENT OF OUTCOMES MODEL

Teacher: _____ Date: _____

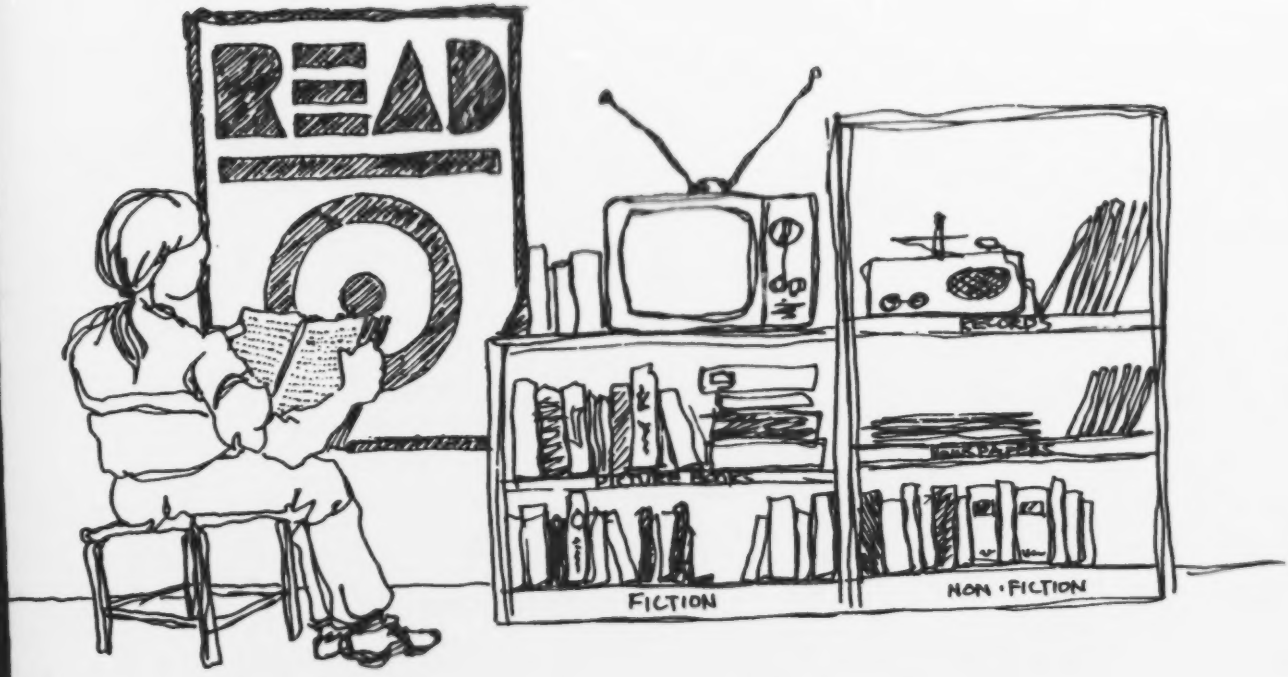
Grade: _____


Given preparation and instruction through
the student will demonstrate
KNOWLEDGE of the content understanding
SKILL in
to the performance level of

Building toward the CONCEPT(S) of _____.

41

42


READ
RECORDS
FICTION
NON-FICTION

LINKING LITERATURE TO SOCIAL STUDIES

Children's literature provides classroom teachers with a wealth of material for:

- differentiating, individualizing, and enriching instruction
- motivating students
- developing and reinforcing content information in social studies as well as concepts such as empathy and tolerance for diversity
- reinforcing skill goals of the elementary school
- interdisciplinary planning

There are many ways to set the stage for the use of children's books in social studies:

- Oral Synopsis - Present a short capsule review of book, describing its theme, while attempting to motivate students to read it.
- Independent or Small Group Contract - Draw up a contract with the student(s) in a teacher-pupil planning session. During the conference, the teacher provides the student(s) with a list of books pertinent to the topic. Arrangements are made at this time for project outcomes.
- Integration with an English Language Arts Literature Unit - Plan an interdisciplinary unit linking English language arts and social studies. Books can be read by the student which are associated with the content and/or concepts being taught in social studies. Provisions can be made for activities before, during, and after reading the books.
- Independent and Sharing Activities - It is important that once a student has selected a book, that time be allotted for reading and sharing it with classmates. There are many follow-through activities which a child may engage in as a culmination to reading a book. It is highly beneficial to have children experience the process of talking about their book and possibly reading from it with others.
- Reading Book Aloud to Class (or Group) - Teacher may select a literary piece which ties in appropriately with a particular social studies unit. Book suggestions appear in the Resources column of the syllabus. Discussions can emerge from the story as well as a whole range of activities from role playing to story writing.
- Library Center in the Classroom - Display selected books, articles, and brochures which complement a particular unit of study. Establish a record-keeping system to determine student involvement and progress.
- Local Author in the Classroom - Invite a children's author to the classroom to share with students the research, writing, and publishing process.
- Incorporate Literature into the Reading Program - Use social studies related paperback books in reading group situations as a part of the reading program. Stress vocabulary development and comprehension skills as well as content.

The Resources column of the syllabus suggests children's literature selections that complement the program. Teachers are encouraged to work with library media personnel to expand local collections and add to the lists of suggested books.

DEVELOPING CITIZENSHIP COMPETENCY

School and classroom climate is a part of the hidden curriculum that can support or undermine learning for effective citizenship. Both curricular content and classroom climate must work together to educate students to be participants in democratic groups. Students need to practice the skills of citizenship today, in classrooms and schools, in order for them to become contributing citizens of the community, state, and nation in the future.

The goal of educating for civic competency is one of the most important tasks of schools. Social studies education assumes a primary role in citizenship education. In attempting to define basic education in citizenship for students, The Basic Citizenship Competencies Project identified seven competencies students should be learning in order to act responsibly and protect their interests as citizens.[2]

1. ACQUIRING AND USING INFORMATION:

   Competence in acquiring and processing information about political situations.

2. ASSESSING INVOLVEMENT:

   Competence in assessing one's involvement and stake in political situations, issues, decisions, and policies.

3. MAKING DECISIONS:

   Competence in making thoughtful decisions regarding group governance and problems of citizenship.

4. MAKING JUDGMENTS:

   Competence in developing and using standards such as social justice, morality, ethics, and practicality to make judgements about people, institutions, policies, and decisions.

5. COMMUNICATING:

   Competence in communicating ideas to other citizens, decision makers, leaders, and officials.

6. COOPERATING:

   Competence in cooperating and working with others in groups and organizations to achieve mutual goals.

7. PROMOTING INTERESTS:

   Competence in working effectively with bureaucratically organized institutions in order to promote and protect one's interests and values.

These competencies of citizenship, like any others, are best developed through:

- application in a relevant context
- active, rather than passive, citizenship experiences
- reinforcement through practice.

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[2] Richard C. Remy. Handbook of Basic Citizenship Competencies (ASCD, 1979), pp. 3-4.

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Fortunately, the school is rich in potential as a citizenship learning environment. The formal curriculum can surely assist in building competency in the seven areas of citizenship. The K-6 syllabus has incorporated activities, skills, and content aimed at civic literacy.

However, the formal curriculum is only one dimension of education for citizenship competency. Consider citizenship as the rights, responsibilities, and tasks associated with the governance of the various groups to which a person belongs, including the family and school. Students, as citizens of the classroom and school, are practicing citizenship as they move through the halls, use school supplies and materials, and interact on the playground. The seven competencies of citizenship can indeed be developed, practiced, and reinforced, at all grade levels.

The following list offers suggestions for participatory citizenship opportunities in the classroom, school, and community, based on the seven basic competencies. The ideas illustrate how school and community action-oriented projects can stress the process dimension of citizenship.

1. ACQUIRING AND USING INFORMATION:

   - Students can work in groups to gather and organize information using at least four different sources, then compare and evaluate their data.
   - Students can go on a school information scavenger hunt to answer their own questions through observation and interview.
   - Students can invite community resource people to the classroom to answer questions related to local issues of concern.
   - Students can attend open hearings, board meetings, etc., to gather information.

2. ASSESSING INVOLVEMENT:

   - Students can identify a classroom or school problem and brainstorm many possible consequences if an action were taken. Use the "What if...?" sentence stem to suggest alternatives.
   - Students can role play relevant school problem situations then, in debriefing, consider the consequences of an individual player's actions.
   - Students can collect and discuss news articles describing how action taken by local residents affected others.
   - Students can visit a school board meeting and identify ways board members' beliefs were reflected in board action.

3. MAKING DECISIONS:

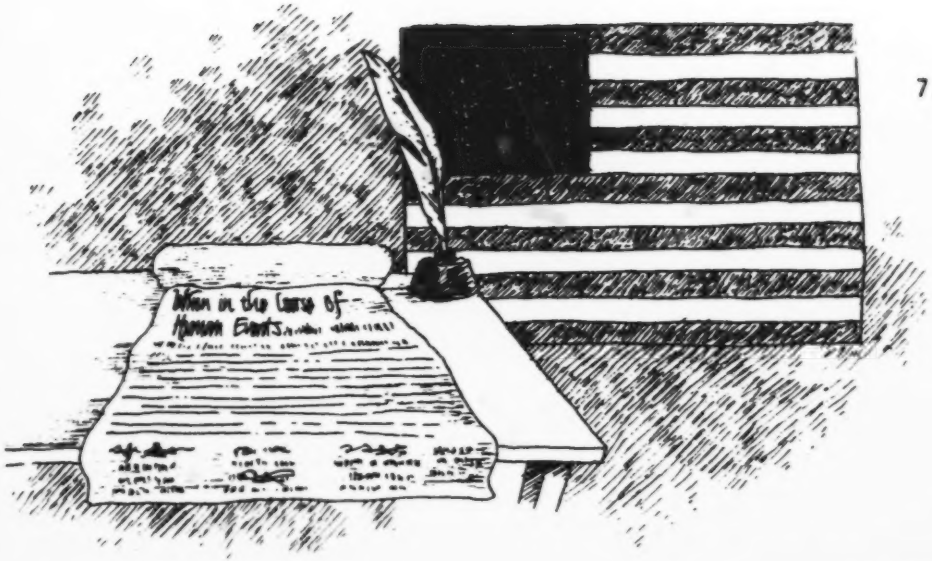
   - Given a real classroom or school problem, students could brainstorm a list of alternative solutions.
   - Students could draw or write what consequences they would personally have in a dilemma situation, then compare and discuss alternatives others listed.
   - Students might role play the main characters involved in an actual community controversy, attempting to generate alternatives in their roles.
   - Students could write letters to the local paper suggesting preferred alternatives in a local issue.

4. MAKING JUDGMENTS:

- Students might list criteria by which a school or classroom rule could be judged, then judge several rules using the criteria as a checklist.
- Students could work in small groups to generate criteria for making a decision about a classroom issue, then compare the criteria.
- Students might study a local issue, and generate criteria by which alternative solutions could be judged. They could role play a hearing, then judge the outcome and decision.

5. COMMUNICATING:

- Students could present their views informally in small groups by reacting to and discussing school and classroom issues written on situation starter index cards.
- Students might present opinions and arguments to support a position on a class rule in a class meeting.
- Students could prepare a position statement on a local issue and present it in a public meeting.
- Students might brainstorm a list of arguments to support a belief, then write individual letters to the editor based on the list.



6. COOPERATING:

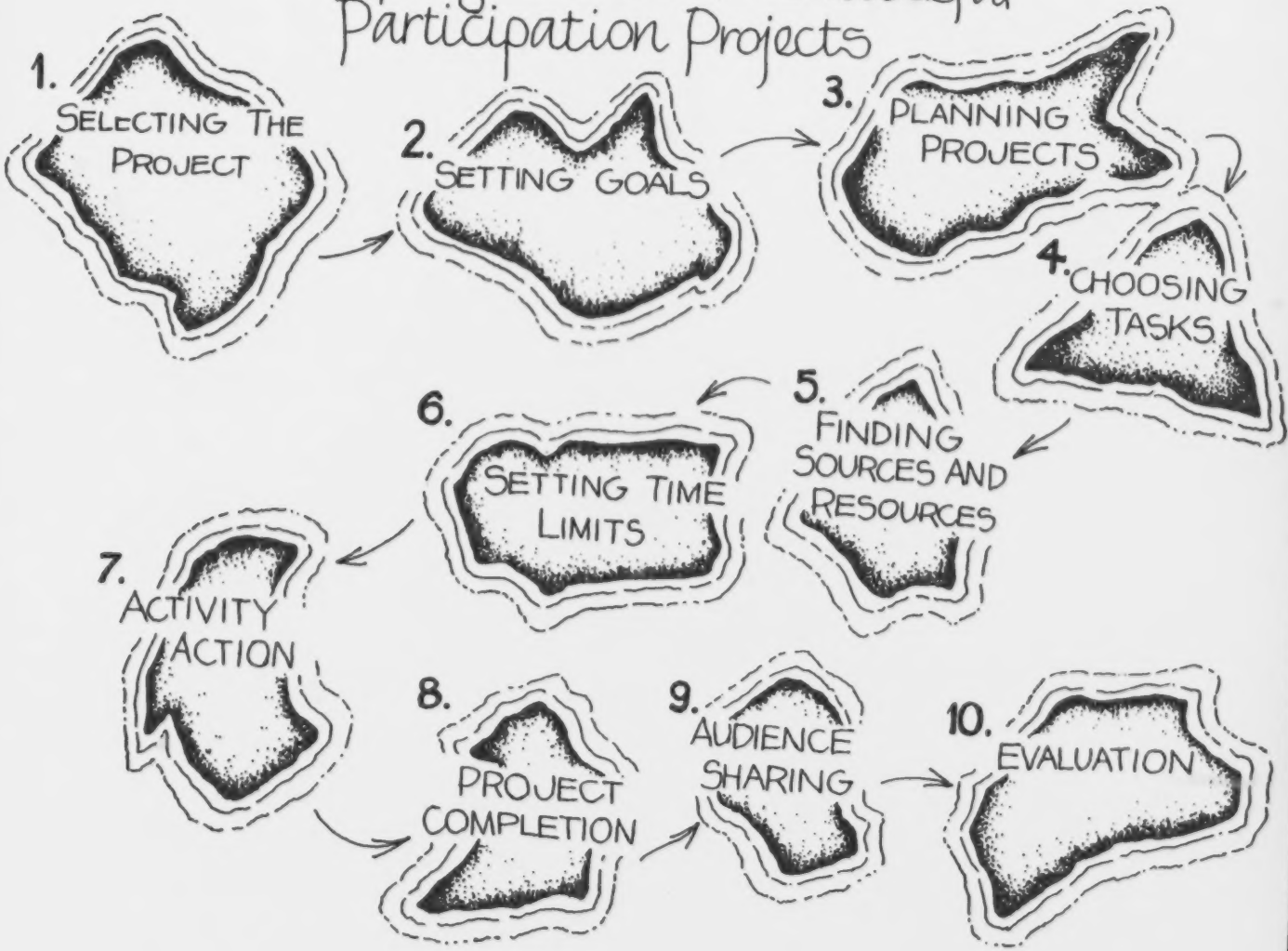
- Students might work with others in task groups to carry out a classroom responsibility.
- Students could participate in a multiage group acting as a task force to work on a school problem issue.
- Students could participate in a community project, cooperating as leaders and followers.
- Students might send representatives to serve on community groups and boards.

7. PROMOTING INTERESTS:

- Students could list ways to influence a decision on a class or school issue, then select and try an appropriate strategy.
- Students might organize a group for the purpose of promoting a change in classroom or school policy.
- Students could work with community resource people to draw up appropriate action plans for dealing with a local community issue.
- Students could participate in an interest group acting on a community issue.

In addition to these suggestions, the development of classroom Participation Projects described in this introductory material offers a wide range of opportunities for students to work with relevant content and practice the participatory competencies basic to effective citizenship.

Stepping Stones To Successful Participation Projects



DEVELOPING PARTICIPATION PROJECTS

At every grade level, teachers are encouraged to work with students to plan and organize major Participation Projects. These Projects should become a vital and integral part of the social studies program. They provide excellent opportunities for accomplishing the following objectives:

- the development of meaningful relationships in the minds of students between content study and real-life applications of learned material and skills
- the integration of content areas through an interdisciplinary approach
- the meeting of the diverse needs of all types of learners through activities that allow for contributions from all pupils
- the provision for many types of expressive outlets suitable to all talents and abilities
- the integration of skills and processes with content learning
- the integration of cognitive, creative, and affective learnings
- the emphasis on active participation as a building block of citizenship.

Because Participation Projects can extend over long periods of time and include all of the social science disciplines, it is easy to feel overwhelmed by their scope and range. However, the key to successful accomplishment of any of the Projects lies in the very title Participation Projects. The Projects are designed to be planned with students, and students are expected to carry out many of the major roles necessary for completion of the Projects as a vital part of the learning process. If the teacher's role is seen as a guide and facilitator, the task is reduced to manageable size.

The Stepping Stones guidelines offer suggestions for developing and managing Participation Projects leading to maximum learning and enjoyment for teachers and students. The chart provides an outline of the sequence of major steps in any Participation Project. This can be copied and placed on a bulletin board or placed where students can easily refer to it daily. As each step is completed, an indicator can be placed on that step, allowing pupils a visual record of what has been done and what needs to be accomplished. Simplification might need to be made to adjust for your grade level, but the basic steps remain the same throughout the development of any Participation Project. See the list of suggested, specific Participation Projects for your grade level as well as guidelines for carrying out projects.

PARTICIPATION PROJECTS STEPS: SOME GUIDELINES

Stepping Stone 1 — *Selecting the Project*

It is imperative to the development of citizens capable of making wise choices to be a part of the process of choosing the Project to be undertaken. Even if the teacher feels strongly in favor of certain Projects, he/she can most likely provide at least two choices. This still affords pupils the opportunity to participate in the selection process, which should include:

- suggesting alternatives
- brainstorming pros and cons
- listing and discussing pros and cons
- voting
- accepting the decision

Stepping Stone 2 — *Setting Goals*

Even the youngest of children should be involved in developing, setting, and working to meet goals. As with all the steps in the Participation Project process, the relationships to real life should be pointed out, discussed, and clarified. Goal setting should include:

- discussing all possibilities
- selecting and listing goals for individuals and groups
- refining the list to those goals that are relevant and possible
- planning ways to accomplish goals

Stepping Stone 3 — *Planning Projects*

Involving students in the planning of each part of a project helps to provide a clear mental picture of what is expected and generally results in increased cooperation and response. This step affords excellent opportunities to utilize techniques such as "webbing," brainstorming, etc., as well as allowing for differentiated instruction through plans developed by, as well as for, special needs of specific students.

Stepping Stone 4 — *Choosing Tasks*

Students should be encouraged to honestly assess personal and group strengths and needs, talents, and weaknesses. Through the use of "job applications," discussions of necessary skills, etc. pupils can be guided toward realistic individual and group choices of tasks for the Project. Application of this introspection to future career choices is obvious.

Stepping Stone 5 — *Finding Sources and Resources*

Involving students in this planning aspect not only increases their level of active participation, but provides an opportunity to expand their awareness of the variety of resources available. It is important to emphasize going beyond books to include human and multi-media sources. Equally important is a stress on reaching out into the community, affording chances to guide students in telephone and interview techniques, and in seeing practical uses for skills such as letter writing. Each of these activities stresses much needed organizational skills, which are in turn applicable to many other academic and life areas.

Stepping Stone 6 — *Setting Time Limits*

By postponing the setting of time limits to this stage of the Project process, students are more aware of the scope of the activity through their participation in

planning and are better able to anticipate required amounts of time necessary for completion. Realistic planning of time aids in the successful meeting of goals. By meeting the time limits of the Project, students are learning how to budget their time.

Stepping Stone 7 — *Activity Action*

As good citizenship requires active participation, this step is imperative and must involve each pupil in some way. Several considerations of importance to success are:

- daily checks of each task group
- weekly evaluation sessions of group reports by the entire class stressing constructive use of criticism
- use of planning charts as visual means of planning for individuals and groups
- checklists which provide for ongoing review

Stepping Stone 8 — *Project Completion*

This stage involves setting standards, listing criteria, and assessing work to date. These steps form the basis for completion of the Project.

Creative problem-solving skills, brainstorming, and encouragement of divergent thinking can be applied to settle problems and disputes which can arise at this point.

Stepping Stone 9 — *Audience Sharing*

It is vital to Participation Projects, which require more time and effort than day-to-day activities, that the product be shared. Feedback is very important in helping children to realistically assess their work. Use of organized means of obtaining opinions will aid pupils in future research projects.

Stepping Stone 10 — *Evaluation*

Essential to adult life is the ability to reflectively and critically evaluate one's work. Participation Projects should allow this process to develop in a nonthreatening atmosphere, free from direct or indirect punitive measures in order to lead to growth in honest and open evaluation. This process might include evaluation forms, oral feedback, and critiques from the experts. Positive aspects should be brought out and reinforced, with stress being put on evaluation in relation to previously set goals.

PARTICIPATION PROJECTS

Geography Learning Center

Students could collect and make a variety of geography-related games, puzzles, and activities for reinforcing geographic ideas studied. Working together, they could develop a learning center, deciding on the rules for the use of the center, record keeping schemes, and other management considerations.

Our Town: Weather We Live With

Do an interdisciplinary study of weather factors over a period of two months or longer measuring ahd recording temperature, precipitation, cloud cover, and other factors. Involve oral and written expression through poetry, diary entries, weather surveys, and interviews with weather experts. Collect and package the materials as a multimedia kit on local weather for the school media collection. Use this data to compare and contrast to other world communities studied in grade three.

Rules We Live By (Home/School/Community)

Students could develop a booklet, each student contributing a page or two, about rules we live by. The rules could be sorted into categories of the students' choice and bound into a book that reflects the responsibilities for following rules perceived by the students. Multiple copies may be produced as a mass production project for students to take home or used as reading materials by other students.

Class to Class Pen Pals

Students could set up class-to-class pen pals to exchange information about their communities. At several points in the year packages could be exchanged focusing on topics such as "Holidays We Celebrate" and "Our Climate." Consult local international associations and teacher magazines for pen pal addresses. A sister city link could provide additional contacts.

Community Services Student Style

The class should be encouraged to watch the newspaper and the community for projects they might assist. These might range from a rubbish pick up in a corner lot followed by a drive for more garbage containers to raising money for a kidney machine for a sick youngster. A sale of used books, for example, is a good organizational experience for third graders. Committees might be formed for publicity, collecting children's books from other classrooms on preassigned days, pricing books, displaying books, and tallying money.

Imagination Island

To reinforce geographic terms and understandings, students could develop an island of their own creation labeling land and water, coloring relief features, climate, and vegetation, then determining where people would choose to settle. Children could role play and/or write about the settlement and development of the island.

Communities Game

Students could show information gained about communities in game formats. Card games or board games are interesting to develop. Students should be encouraged to show information and work in small groups to plan, make, test, and improve their games. The games might be shared with other classes or made in a mass production project for taking home.

People Agree and Disagree

Students could begin a data-collecting project by brainstorming a list of issues about which people may have different opinions. Working in small groups students could select an issue and develop a few clear and direct questions they might wish to ask respondents about the issue. They could select a target sample, do their survey, and collect, show, and share their results perhaps in a school or community newspaper.

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CLASSROOM CLIMATE: A TEACHER SELF-CHECKLIST

The atmosphere developed by the environment and interaction in a classroom and school is a part of the hidden curriculum. Students learn to value the contributions of others if their ideas are valued by peers and adults. They learn to make responsible decisions if they are respected as capable of making decisions. Social studies learning is both taught and caught.

A beginning, middle, and end of year self-check could help a teacher use the hidden curriculum to further social studies learning in the classroom.

The following list of ideas related to classroom climate is included to act as a self-check for teachers.

Do I provide multilevel activities and materials varying the:

- mode of presentation (visual, auditory, tactile)?
- level of cognitive complexity?
- expectations to fit the needs of students?

Do I provide students with a role model and guide by acting as a:

- facilitator, enabling students to reach from one point to another?
- helper, assisting students when it is needed?
- leader, demonstrating maturity and goal directedness?
- planner/organizer, showing students how a large project can become manageable?
- manager, making sure all the supplies and materials are available?
- counselor, showing sensitivity and supportive caring?
- learner?
- collaborator, stressing none of us is as good as all of us?

Do I encourage mutual respect and an atmosphere conducive to risk-taking by:

- respecting, recognizing, and recording strengths?
- respecting student products by displaying them for others to view?
- sharing ideas willingly with colleagues?
- recognizing errors as vital to learning?

Do I create a responsive and supportive learning environment by:

- providing space for many types of active and quiet learning experiences, rearranging the room to accommodate learning styles?
- facilitating traffic flow?
- developing room maintenance procedures with students?
- collecting and displaying materials systematically?
- adjusting physical space to meet student needs?

Do I schedule flexibly by:

- planning blocks of time during which students will be doing a variety of tasks?
- involving students in planning and scheduling when appropriate?
- planning with individual learning rates and styles in mind?

Do I encourage active participation by:

- involving students in choosing from among learning options?
- limiting choices to a reasonable number?
- providing a wide variety of motivating materials?
- providing opportunities for relevant problem-solving activities?

Do I encourage interpersonal communication through conducting:

- informal classroom conversation before, during, and after school?
- student/teacher conferences?
- small group discussion?
- classroom meetings?
- decision-making and problem-solving activities?
- role playing activities?
- outdoor activities and field trips?

Do I recognize conflict and encourage its resolution through:

- consensus?
- compromise?
- critical thinking, thinking more deeply about the whole conflict or problem?
- cooperative effort, working together in a helping relationship?
- individual and group decision-making and problem-solving?

Do I foster creativity through:

- allowing thinking and response time?
- providing an abundance of materials?
- encouraging divergent thinking through planned activities?
- providing creative teaching as a role model?

CLASSROOM CLIMATE IMPROVEMENT PLAN

Based on my self-evaluation I plan to:

Through the following activities:

By target date:

SYLLABUS:

GRADE THREE

GRADE LEVEL OVERVIEW

In the grade three social studies program, students explore communities around the world. Communities are studied using five perspectives: social/cultural, political, economic, geographic, and historic. Select communities that represent the diversity of the world's cultures. Include Western and non-Western examples from a variety of geographic areas. Grade two studies of communities in the United States can provide a base for understanding world communities. Continued emphasis is placed on self awareness and social interaction.

Perspective	K-6 Program Generalizations	Grade 2 Understandings
Social	Individuals and groups have social/cultural needs and wants. Families represent the basic unit of society. Individuals and groups fulfill different roles in society. Groups interact in many ways in a society. Various groups and institutions transmit societal values. Present and future social/cultural decision-making increasingly involves consideration of global interdependence.	Families are found in all communities as a basic unit of society. Family members are interdependent. Some behaviors are learned from members of the community. Rural, urban, and suburban communities have social/cultural similarities and differences due to many factors.
Political	Rules and laws are made to protect people and keep order. Government(s) (groups or individuals which have authority) are responsible for making, enforcing, and interpreting laws. Under a democratic way of life, people are citizens of, and participators in, various levels and kinds of governance. In a democracy people are guaranteed certain rights in exchange for responsibilities of citizenship. Present and future political decision-making increasingly involves consideration of global interdependence.	Families develop rules to govern and protect family members. Students, teachers, and staff are all citizens of the school community and have rights and responsibilities. People in communities may have conflicts over rules, rights, and responsibilities. Every community has rules and laws to govern and protect community members. Our country, the United States of America, has leaders who make, explain, and carry out laws. Citizenship includes an awareness of the symbols of our nation. Citizenship includes an awareness of the patriotic celebrations of our nation.

Grade 3 Understandings	Grade 4 Understandings
Every member of any community is a unique individual. Families exist in all communities though they may differ in type and organization. The things a person learns as a member of a society make up a person's culture. People of similar cultural groups often live together in a community. Communities in any nation have social/cultural similarities and differences due to many factors.	Families in the local community change over time. Places in your community change. Ways of learning in your local community have changed over time and have varied from place to place in our country. A community has a unique social/cultural makeup and heritage. The United States has a cultural history. A community's past and present history is filled with contributors, male and female and of varied cultural and socio-economic backgrounds, who have influenced the community by their gifts and examples. People of a local community tend to be influenced by and benefit from other cultures by their gifts and examples.
In schools, students have rights, rules, and responsibilities. People in all communities develop rules and laws to govern and protect community members. People in communities can plan, organize, and make decisions for the common good. Community members may disagree about issues involving the common good. Citizenship includes an awareness of the symbols of our nation. Citizenship includes an awareness of the patriotic celebrations of our nation.	Young people learn to support political systems through the celebration of patriotic holidays, their factual base and significance. Citizens contribute to and participate in political action at the local, State, and national level. Citizens are responsible for participating in meeting the problems of the present and future in a global world. In the United States, our political system is generally described as a representative democracy. All levels of the United States government have officials. United States governments at all levels have structures to allow them to fulfill the functions of making, enforcing, and interpreting laws. People living in a modern United States society need laws. Governments organize to provide functions people cannot provide as individuals. Governments in the past and present have served in planning functions. In the future, goverments and/or citizen groups may plan and coordinate growth. In the past and present, people in a local community share(d) common problems. A local community has a political history. The United States has a political history. A democratic system such as that of the United States allows citizens to influence the rate and type of change.

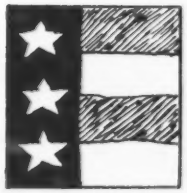
Perspective	K-6 Program Generalizations	Grade 2 Understandings
Economic	All people have basic economic needs and wants. People are consumers and producers of goods and services. People use human, capital, and natural resources to provide goods and services. People make decisions about the allocation of resources based on their values and goals. Production and distribution of goods and services are determined by mixed, command, or traditional economic systems. Present and future economic decision-making increasingly involves consideration of global interdependence.	People in all communities have needs and wants which are influenced by many factors and met in different ways. People in rural, urban, and suburban communities are producers of goods and services. People in rural, urban, and suburban communities are consumers of goods and services. People in schools are producers and consumers of goods and services. People in rural, urban, and suburban communities play specialized roles as workers. Through work, people in communities earn income to help meet their needs and wants. Communities collect taxes to provide services for public benefit. People in communities must make choices due to unlimited wants and needs and limited resources.
Geographic	Maps and globes help people to define areas and regions. Physical features, weather, and climate influence the way of life in an area or region. People influence the environment. Geography acts to unify or divide people in an area or region. Present and future decision-making about geographic issues increasingly involves consideration of global interdependence.	A community is located in a suburban, urban, or rural area. A suburban, urban, or rural community is influenced by geographic factors. Symbols in our community are helpful to us. In some communities, life is influenced by seasonal change.
Historic	Nations, people, and things are rooted in the past. Change is constant. The transmission of culture is an important human need. The history of people, nations, places, and events is interdependent.	Each person in a community has an ethnic background which may be passed on to others. Schools change over time. Rural, urban, and suburban communities change over time. Communities celebrate their history. Communities of the future may be different in many ways.

Grade 3 Understandings	Grade 4 Understandings
Families in all communities around the world have needs and wants. Family interdependence is necessary to meet the needs and wants of family members. People must make economic choices due to unlimited wants and needs and limited resources. People in all communities are producers and consumers of goods and services. People's needs, wants, and ways of meeting them are influenced by many factors.	A local community has an economic history. Economic events in the future of the United States and world will affect your local community. Economic events in the history of a local community are interrelated. Economic events in the history of the United States are interrelated.
Places can be shown on maps. Places can be shown on a globe. Communities around the world differ from one another in physical features. Life-style in a community is influenced by environmental and geographic factors. The development of a community is influenced by environmental and geographic factors. People adapt to and/or change their environment.	A local community has a geographic history. The United States has a geographic history which can be correlated to the geographic history of the local community. Communities and nations have boundaries and can be located on maps and globes.
Communities change over time. Communities of the future will be different in many ways.	

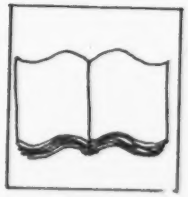
SYLLABUS SYMBOL KEY

Symbols used in the syllabus portion of the social studies program are intended to encourage inter-disciplinary planning and a holistic view of classroom instruction. The key to the symbols which appear in the syllabus is as follows:

TEACHER NOTE



CITIZENSHIP



READING

COMPOSITION

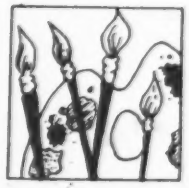
ORAL LANGUAGE

MATHEMATICS

SCIENCE

PHYSICAL EDUCATION

MUSIC



THE ARTS

MULTICULTURAL AWARENESS

ENVIRONMENT/ CONSERVATION

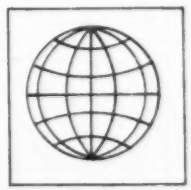
SECOND LANGUAGE/ BILINGUAL

LIBRARY/ LITERATURE

DRAMA

HUMAN RIGHTS

HANDICAPPED AWARENESS



GLOBAL PERSPECTIVE

FUTURE STUDIES

LAW-RELATED

EXPLANATION OF FORMAT

CONCEPT	CONTENT UNDERSTANDING	POSSIBLE ACTIVITIES
The concept goals for the K-6 social studies program are: • change • citizenship • culture • empathy • environment • identity • interdependence • nation-state • scarcity • technology Concepts are developed as students deal with examples through content specifics.	Content understandings form the knowledge goals for the K-6 program. The content at each grade level is organized around five perspectives: • social • political • economic • geographic • historic The content understandings in this section provide a guide for selecting specific factual content from available texts and other resources.	There are many ways to develop a concept through social studies content. This column contains possible activities and suggestions for the teacher. These activities can enhance and complement the use of a variety of resources as well as provide for a variety of student learning rates and styles.
In this column, the concept is listed with an explanation connecting it to the content understanding listed in the column to the right.	Teachers are encouraged to select specific content relevant to students to develop the content understandings. The examples listed are suggestions. Note that the empty dots appear in the syllabus as a reminder to encourage teachers to select and insert content relevant to local needs. Note that it is important to reflect cultural and geographic diversity when selecting world communities for study in Grade 3. It is recommended that examples from all continents be used during the year to provide a balanced program.	Teachers are encouraged to amend or add activities to develop the concept and content at the left linking these to the skills at the right.

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NOTE: SYLLABUS PAGES ARE DESIGNED TO BE READ HORIZONTALLY.

EXPLANATION OF FORMAT

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Skill development is an integral part of the K-6 program. This column will suggest skills related to the activities at the left. The skills are grouped into categories of skills of: • Gathering Information • Using Information • Presenting Information • Participating in Interpersonal and Group Relations • Self-Management Note the skills framework may facilitate interdisciplinary planning.	This column contains suggestions to aid the teacher in developing evaluation strategies which measure student progress in reaching knowledge and skill goals. Note that assessment of knowledge and skill outcomes is encouraged.	This column contains resources to assist the teacher in developing concepts, content, and skills. Suggested children's books, audio visual resources, teacher references, and Participation Projects are included.
Teachers are encouraged to focus on skill development as a planned part of each lesson and activity, choosing skills appropriate to the needs of students and the goals of the activity.	Teachers are encouraged to select and devise evaluation strategies to match specific content and skill objectives.	Teachers are encouraged to select and add resources to this column and others on the page.

GRADE LEVEL SYLLABUS: THREE

CONCEPTS	SOCIAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Identity • awareness of one's own values, attitudes, and capabilities as an individual and as a member of a community Empathy • appreciation and tolerance of other's expressions, interests, feelings, and values	Every member of any community is a unique individual. • with talents and abilities • with feelings • with values that influence personal choices • with a cultural heritage • •	 Have students complete an "All About Me" booklet. It can include autobiographical facts and various other topics. One topic may be "My Favorites" including friends, foods, sport, color, animal, etc. and reasons for their choices. Another topic may be "Was I Mad" and include what angers the students at home, school, and play. Create a "World in Our Community" display, drawing from the cultural heritage of people in the community. Follow this with "Learning About Others" in which outside resources are used to acquaint students with cultures not represented in the community. Include arts, crafts, photos, maps, clothing, music and musical instruments, toys, etc. in the displays.

NOTE: SYLLABUS PAGES ARE DESIGNED TO BE READ HORIZONTALLY.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Using Information • classifying and categorizing data • generalizing from information **Presenting Information** • writing in an expository way • forming generalizations based on data • using visuals for communicating ideas **Self-Management** • decreasing egocentric perceptions	Knowledge • Can the student name several unique characteristics and how they differ from the characteristics of others? Skills • Can the student communicate ideas in writing and with visuals? • Does the student show respect for the uniqueness of others? •	BOOKS Brown, Tricia. Someone Special, Just Like You. Holt, 1984. Greenfield, Eloise. Good News. Coward, McCann, and Geoghegan, Inc., 1972. Musgrove, Margaret. Ashanti to Zulu: African Traditions. Dial Books Young, 1980 (PB). Porte, Barbara Ann. Harry's Mom. Greenwillow, 1985. AUDIOVISUALS Ashanti Symbols. Center for Open Learning & Teaching. 17 black and white posters. Boys and Girls of Many Lands. Society for Visual Education. Five captioned filmstrips. I'm Somebody Special. Pied Piper Productions. 8 sound filmstrips. TEACHER REFERENCES For book lists, information sheets, and teaching units on international topics write to: UNICEF, Dept. GC/ED, 331 East 38th Street, New York, NY 10016. New York State Education Department. Families, Ways, Places. University of the State of New York, 1979.

CONCEPTS	SOCIAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Culture • awareness of family as a basic institution of culture **Identity** • self-awareness of own family organization **Empathy** • understanding of differing family organizations	Families exist in all communities though they may differ in type and organization. • size • relationship • roles • composition •	Have the student draw a picture of his/her immediate family unit, including all members living in his/her household. Discuss the pictures, comparing and contrasting sizes, relationships of nuclear, extended, traditional family groups, and roles of family members around the world. The pictures may be categorized by family type for further discussion of characteristics. Share library books and other appropriate media with students which will familiarize them with different types of family organizations. Consult your librarian for suggestions. The grade three program focuses on a study of world communities. Schools and districts may choose to select several specific world communities for in-depth study to illustrate concepts and content understandings. Inclusion of communities representative of cultural and geographic diversity is recommended.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Using Information • identifying similarities and differences in data • evaluating data by identifying frames of reference **Participating in Interpersonal and Group Relations** • recognizing and avoiding stereotypes **Self-Management** • decreasing ethnocentric perceptions	Knowledge • Using visual examples, can the student recognize different types of family organizations? Skills • Can the student avoid stereotypes by identifying various frames of reference? • Can the student understand that various family organizations exist which may differ from his/her own?	BOOKS Aleichem, Sholem. Hanukah Money. Greenwillow Books, 1978. Allen, Thomas B. Where Children Live. Prentice, 1980. Bernheim, Marc & Evelyne. In Africa. Atheneum, 1973. Brown, Rollo. An Aboriginal Family, and others in series. Lerner, 1985. Flournoy, Valerie. The Patchwork Quilt. Dial, 1985. Gelfand, Marilyn. My Great Grandpa Joe. Four Winds Press, 1985. Greenfield, Eloise. Me and Nessie. Thomas Y. Crowell Company, 1975. Lewin, Hugh. Jafta, The Journey and others in series. Carolrhoda, 1983, 1984. AUDIOVISUALS Families. Troll Associates. Six filmstrips/cassettes. Five Families. Scholastic Book Service. Five filmstrips/cassettes.

CONCEPTS	SOCIAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITES
Culture • awareness that society teaches, preserves, transmits, and institutionalizes culture Identity • self awareness of one's cultural experiences Empathy • appreciation and tolerance of other's beliefs, attitudes, and values	The things a person learns as a member of a society makes up a person's culture. • habits • customs • traditions • religion • education • • While events such as an International Day can highlight cultural diversity, it is important to stress ideas of multicultural understanding not only on special event days, but throughout the year.	Students or community members could share personal religious tradition, family custom, or family celebrations. Discuss how these cultural experiences have added to their lives. Organize an International Day with students contributing food, arts, crafts, songs, and dress representing their cultural heritage. To avoid an exotic aura to an International Day, a conscious effort should be made to help students understand the role of food, arts, crafts, and dress in modern day nations around the world. A children's book to help convey this is Jerry Grief and Stephanie Stone's Mexican's Don't Always Eat Tacos, Hawthorne, CA: Media for Education, 1979.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Participating in Interpersonal and Group Relations • participating in group planning and discussion • realizing others may have a different cultural heritage Self-Management • decreasing stereotypic perceptions	Knowledge • Can the student identify examples of learned cultural experiences? Skills • Can the student participate in group planning and discussion? • Can the student understand that there are many cultures that differ from his or her own? • Can the student recognize the diversity which exists within cultures? •	BOOKS Bunting, Eve. The Happy Funeral. Harper, 1982. Cooper, Terry Touff. Many Friends Cooking: An International Cookbook for Boys and Girls. Philomel/ UNICEF, 1980. De Armond, Dale. Berry Woman's Children. Greenwillow, 1985. Surat, Michele. Angel Child Dragon Child. Carnival/Raintree, 1983. Tsow, Ming. A Day With Ling. Hamish Hamilton, 1983. AUDIOVISUALS Children Around the World Study Prints. Society for Visual Education. Study Prints. Communities Around the World. Society for Visual Education. Six filmstrips/cassettes. TEACHER REFERENCES King, Edith W. Teaching Ethnic Awareness. Methods and Materials for the Elementary School. Goodyear Publishing, 1980.

CONCEPTS	SOCIAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Culture • awareness of the customs, mores, and beliefs shared by members of a community Empathy • awareness of the religious and ethnic bonds in some communities	People of similar cultural groups often live together in a community. The community members often share common • religious faiths • languages • ethnic heritage • customs and traditions • •	The teacher could share with students books and media depicting various communities and cultures dealing with such features as religion, ethnic heritage, and language. Students could write experience chart stories about various community activities. Young students can begin to develop an awareness of the diversity of language through elementary foreign language experiences. Bilingual students and community members can act as resource people.

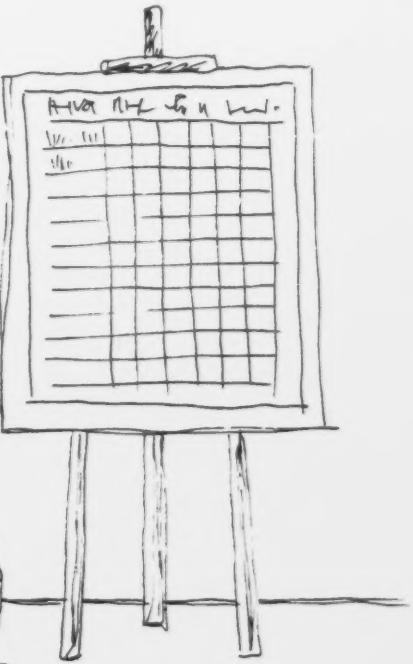
POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Participating in Interpersonal and Group Relations • incorporating a set of positive learning attitudes • recognizing different points of view • recognizing and avoiding stereotypes Using Information • drawing inferences from data Self-Management • increasing ability to empathize	Knowledge • Given appropriate examples, can the student name the cultural characteristics of various communities? Skills • Can the student draw inferences from data? • Can the student describe how religion, language, and ethnic heritage form the basis for some communities? •	BOOKS DePaola, Tomie. The Lady of Guadalupe. Holiday. 1980. Feelings, Muriel. Jambo Means Hello. Dial Books for Young. 1981. (PB) ____. Moja Means One. Dial Books, 1976. (PB) Green, Melinda. Bembelman's Bakery. Parents' Magazine Press, 1978. Hogrogian, Nonny. The Content: An Armenian Folktale. Greenwillow Books, 1976. Korty, Carol. Plays From Africa: Folktales With Ideas For Acting, Dance, Costumes & Music. Scribner, 1975. Laird, Elizabeth. The Miracle Child: A Story From Ethiopia. Holt, 1985. PARTICIPATION PROJECTS (See Teacher Notebook) "Communities Games"

CONCEPTS	SOCIAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Interdependence • common interest • needs • diversity • conflict Identity • cultural • diversity • conflict	Communities in any nation have social/cultural similarities and differences due to many factors. • family life • ways of meeting wants and needs • customs, traditions • language • • Social/cultural differences sometimes create problems in communities of • misunderstanding • prejudice • conflict • •	Gather books, media, posters, and other information which depict communities in countries around the world. Divide the class into groups. Have student groups prepare a report or a mural to illustrate the life style in each type of community. Discuss with students the similarities and differences of each type of community, having them generalize the common characteristics of all types of communities. Puppet plays can be a vehicle for exploring communities in other cultures. Conflict resolution activities can help students develop skills and understandings needed to deal with prejudice. The World of Difference, a project sponsored by the Anti-Defamation League of B'nai B'rith, has developed curricula on prejudice reduction that offer useful ideas. For further information contact: Anti-Defamation League of B'nai B'rith, 823 United Nations Plaza, New York, New York 10017.

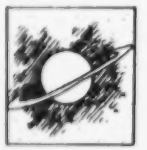
POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • identifying a variety of sources of information with varying approaches and viewpoints • organizing collected information Presenting Information • writing or speaking in an effective way • using media and visuals for communicating ideas Self-Management • decreasing ethnocentric perceptions • decreasing stereotypic perceptions	Knowledge • Can the student name different types of communities and a unique, identifying characteristic for each? Skills • Can the student participate in a group to gather and present information? • Can the student understand that all types of communities have many similar social characteristics and many things in common? • Can the student effectively present information orally and in writing? •	BOOKS Adair, Margaret Weeks and Elizabeth Patapoff. Folk Puppet Plays for the Social Studies. John Day Company, 1972. Martel, Cruz. Yagua Days. Dial, 1976. Pellowski, Anne. The Story Vine: A Source Book of Unusual & Easy to Tell Stories From Around the World. Macmillan, 1984. Sobol, Harriet L. We Don't Look Like Our Mom & Dad. Putnam, 1984. AUDIOVISUALS Children of Africa. Society for Visual Education. 8 Study Prints. Children of South America. Society for Visual Education. 8 Study Prints. City and Town. Learning Tree. Four filmstrips/2 cassettes. Ethnic Studies in an Urban Setting. Argus Communications. Multi-media. Nomads of the Sahara. Society for Visual Education. 2 filmstrips/ cassettes.

CONCEPTS	POLITICAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Citizenship • awareness of need for rules as social control • awareness of one's rights and responsibilities as a member of the school community	In schools, students have rights, rules, and responsibilities. The rules help to • maintain order • promote health and safety • protect individual rights • • This basic citizenship premise is a review of previous learning. It is a key understanding for students in a democratic classroom and school.	Students could make a poster, booklet, or chart about rules that help people get along together in school. Develop student awareness of personal contributions and responsibilities to the school community. Open-ended worksheet questions can promote student involvement: "What can I do in school... • that makes me proud of myself?" • that makes the class a better group?" • to help another child?" • to be a better member of the class?" • to learn more?" • •

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Presenting Information • using visuals for communicating ideas • constructing a chart, booklet, or poster Participating in Interpersonal and Group Relations • assuming responsibility for carrying out tasks Self-Management • decreasing egocentric perceptions	Knowledge • Can the student name school rules and what he/she can do to be a better school citizen? Skills • Can the student use visuals to communicate ideas? • Can the students understand how they can be responsible members of the school community? •	BOOKS Anderson, Joy. Juma and the Magic Jinn. Lothrop, 1986. Sendak, Maurice. Pierre: A Cautionary Tale in Five Chapters and a Prologue. Harper & Row Publishers, 1962. Tate, Joan, trans. Children of the Yangtze River. Salem House Publishers, 1985. AUDIOVISUALS "A Good Citizen in School," in Practicing Good Citizenship. Troll Associates. Filmstrips. Being a Good School Citizen. Learning Tree. Four filmstrips/4 cassettes. Children in School. UNICEF Materials. Pictures. I Live in Australia. Troll Associates. One filmstrip/one cassette. I Live in Japan. Troll Associates. One filmstrip/one cassette. PARTICIPATION PROJECT (See Teacher Notebook) "Rules We Live By"

CONCEPTS	POLITICAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Citizenship • awareness of the function of a community to make rules and laws to protect and govern its members • awareness of one's rights, responsibilities, and participation in local government	People in all communities develop rules and laws to govern and protect community members. Rules and laws • maintain order • promote health and safety • protect individual rights • provide services •  •	Folktales and stories frequently illustrate the rules and laws of a group. Explore some examples of folktales with messages and consider reasons why the tales might have become part of a culture's oral tradition. Students could share stories through story-telling or mime.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Using Information • identifying different frames of reference and value laden words Participating in Interpersonal and Group Relations • participating in group planning and discussion • assuming responsibility for carrying out tasks Self-Management • decreasing ethnocentric perceptions	Knowledge • Can the student recognize the universal need for laws and rules to govern and protect community members? • Skills • Can the student participate in group planning and discussion to carry out a group task? • Can the student understand that communities make rules specifically tailored to meet the needs of the people? • Can the student recognize and explain value-laden words? •	BOOKS Kibbe, Pat. My Mother the Mayor, Maybe. Random, 1981. Matsutani, Miyoko. The Crane Maiden. Parents Magazine Press, 1968. McClenathan, Louise. My Mother Sends Her Wisdom. William Morrow and Company, 1979. Moskin, Marietta D. Toto. Coward, McCann, and Geoghegan, 1971. AUDIOVISUALS Community Life. Encyclopedia Brittanica. Four filmstrips, 4 cassettes. Our Communities, Level C-1. Scholastic. Four filmstrips, 4 cassettes. Our Communities, Level C-2. Scholastic. Four filmstrips, 4 cassettes. Rules We Live By. Q.E.D. (distributed by Society for Visual Education). Four filmstrips/cassettes.

CONCEPTS	POLITICAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Citizenship • awareness of the need for planning, organizing, and participating in political action to effect change	People in communities can plan, organize, and make decisions for the common good. • planning for change • organizing for change • influencing change • judging change • • •	News articles from student or adult newspapers can illustrate situations in which people around the world work to problem-solve a community situation.  Students could simulate a future problem-solving situation in a community by following the steps from identifying a problem to choosing a solution. In many communities ethnic composition of the community is changing. Students could work to welcome new community members while at the same time learning about another culture.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Participating in Interpersonal and Group Relations Through Problem Solving • defining the problem • collecting data • setting up alternative courses of action • weighing alternatives • assuming responsibility for carrying out tasks Self-Management • developing constructive attitudes toward change	Knowledge • Can the student recognize how people in a community may effect change? Skills • Can the student recognize that a problem exists and participate in group planning for its effective resolution? • Can the student understand that there are ways of effecting change positively through organization and political action? •	PARTICIPATION PROJECT (See Teacher Notebook) "Community Services Student Style" BOOKS Fritz, Jean. Shhh! We're Writing the Constitution. Putnam, 1987. Provensen, Alice & Martin. Shaker Lane. Viking Kestral, 1987. Tscharner, Renata & Fleming, Ronald Lee. New Providence: A Changing Cityscape. Harcourt Brace Jovanovich, 1987.

CONCEPTS	POLITICAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Citizenship • one's participation in a community is influenced by personal attitudes, values, and beliefs • awareness of the influence of community's needs, wants, and priorities in developing rules and laws Change • awareness of possible conflict inherent in change	Community members may disagree about issues involving the common good. Conflicts may arise over • use of technology • land use • resource management • distribution of scarce commodities and resources • customs and traditions • •	Specific global news issues can be explored. Students can consider varying points of view by watching and listening to discover issues and opinions. Experience chart stories can be developed from starters such as "Some people think..." "Others say..." "I feel..." Awareness of the distinction between fact and opinion statements can be developed through reading activities using social studies content.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Using Information • generalizing from data • differentiating fact from opinion Participating in Interpersonal and Group Relations • participating in decision-making • defining basic issues • attentive to situational causes of conflict Self-Management • developing constructive attitudes toward conflict and diversity	Knowledge • Can the student identify different points of view related to a world issue? Skills • Can the student understand that people may disagree about decisions, rules, and laws affecting their lives and community? • Can the student take part in a decision-making exercise? • Can the student differentiate fact from opinion? •	BOOKS Adler, Irving. Food. Harper, 1977. Gates, Richard. Conservation. Children's Press, 1982. Hazen, Barbara. World World, What Can I Do? Abingdon, 1976. Pelt, Bill. Farewell to Shady Glade. Houghton Mifflin Company, 1966. PARTICIPATION PROJECT "People Agree and Disagree"

CONCEPTS	POLITICAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Nation-State • awareness of the location, heritage, and governance of our nation's capital	Citizenship includes an awareness of the symbols of our nation. Our nation's capital in Washington, DC, the center of our country's government • was a planned community • has buildings that house people who make, enforce, and interpret laws • is a symbol of our heritage and democratic form of government • receives many visitors who want to learn about its past, present, and future. •	Using a map of the United States locate Washington, DC our nation's capital. If any students have visited Washington, DC have them share their memories and souvenirs from the trip. Let student committees research the government buildings, national monuments, branches of government, and city's organization, sharing their findings with the class during a mock field trip to Washington, DC. Models may be constructed or illustrations drawn, postcards, photographs, or slides displayed to highlight Washington's landmarks. Identify the meaning of the abbreviation "DC" and study the District of Columbia more in-depth. (i.e., Who designed the city? What is the organizational pattern?) Help students become aware that all nations have symbols, leaders, and capitals by using current news events, photos, and world maps.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • identifying reference works such as newspapers, magazines, visuals, and artifacts as sources Presenting Information • spending sufficient time on planning and preparing • communicating ideas coherently by following an acceptable format Self-Management • developing constructive attitudes toward diversity	Knowledge • Can the student identify Washington, DC as our nation's capital? Skills • Can the student use a variety of sources of information? • Can the student explain the importance of Washington, DC as our nation's capital? •	BOOKS Epstein, Sam. Washington, D.C.; The Nation's Capital. Watts, 1981. Inglefield, Eric. Flags. Arco, 1984. Maestro, Betsy. The Story of the Statue of Liberty. Lothrop, 1986. Spier, Peter. The Star-Spangled Banner. Doubleday, 1973. AUDIOVISUALS The Pledge and the Anthem: Behind the Words. Alfred Higgins Productions. 16mm film. "Washington, DC" in Growing Up With American Cities. Spoken Arts. Filmstrip/cassette. REFERENCE Cox, Brian. 500 Things to do in Washington for Free & 100 Things to do for Less Than a Buck. New Century, 1983.

CONCEPTS	POLITICAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Citizenship • awareness of the purposes for celebrating patriotic holidays Identity • awareness of our national heritage Nation-State • awareness of the celebration of our nation's patriotic heritage	Citizenship includes an awareness of the patriotic celebrations of our nation including: • Lincoln's Birthday • Washington's Birthday • Independence Day • Labor Day • Columbus Day • Veterans Day • Thanksgiving Day • Martin Luther King Day • Election Day • Flag Day • Memorial Day • Conservation Day • Others The holidays listed above are established by law for State or National observance.	Organize a learning center in the classroom with activities appropriate for each holiday. Stress heritage of the holiday, reason for celebration, and for whom. • reason for greatness • leadership • reverence • remembrance After discussing or celebrating a patriotic holiday, have the students develop a new patriotic holiday for a person or an event important to our country. Have them write a short report about the person and/or event citing reasons why this should be commemorated as a holiday. A committee could choose which holidays to celebrate based on the students' reports and do so within the class or school community. Biographical studies of famous people can be done in association with the holidays. The teacher should consider racial, sexual, and ethnic balance when selecting biographies for study.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Using Information • **identifying relationships among the parts** • **applying previously learned concepts** **Participating in Interpersonal and Group Relations** • **assuming responsibility for carrying out tasks** **Self-Management** • **developing constructive attitudes toward diversity**	Knowledge • Can the student recognize patriotic holidays as a celebration of our nation's heritage? Skills • Can the student accept responsibility for completing tasks in a learning center? • Can the student understand our national heritage in celebrating patriotic holidays? •	BOOKS Adler, David. Martin Luther King, Jr.: Free at Last. Holiday, 1986. Behrens, June. Gung Hay Fat Choy: Happy New Year. Children's Press, 1982. Cheng, Hou-Tien. The Chinese New Year. Holt, 1976. Cohen, Barbara. Molly's Pilgrims. Lothrop, Lee & Shepard, 1983. Keller, Holly. Harry's Fourth of July. Greenwillow, 1985. Livingston, Myra Cohn. Celebrations. Holiday House, 1985. Wallace, Ian. Chin Chiang & the Dragon's Dance. Atheneum, 1984. AUDIOVISUALS Dr. Martin Luther King, Jr. Day. Eye Gate Media. Two filmstrips/2 cassettes. Activity Sheets. Holidays and Celebrations Around the World. National Geographic Society. Two filmstrips/2 cassettes. Holiday Surprises. Society for Visual Education. Four filmstrips/cassettes.

CONCEPTS	ECONOMIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Empathy • awareness of the universality of people's basic needs Environment • awareness of environment's influence on ways of meeting our needs	Families in all communities around the world have needs and wants. • food • shelter • clothing • emotional/social needs, caring for one another • • The school and classroom environment should serve as another example of a supportive, compassionate community.	Divide the class into four groups representing our basic need for food, shelter, clothing, and love. Each group will then compile a collage of pictures illustrating each of our needs. Direct students to include pictures of families in all types of communities. Have the group present their collage explaining how this need is essential to families in any community. Students could write captions for their collages. Using "It's A Small World" theme, the global universality of our needs may be developed by gathering and sharing pictures, books, and media depicting families in other cultures meeting their basic needs.

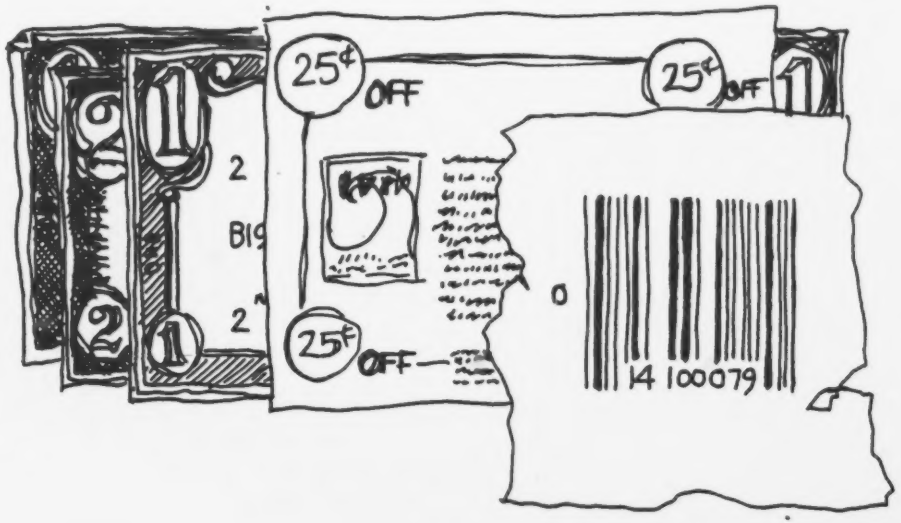
POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • from visuals Using Information • classifying data appropriately • distinguishing between relevant and irrelevant information • making generalizations based on data • forming a broad statement by encompassing findings Self-Management • increasing the ability to empathize	Knowledge • Can the student identify the basic needs of all families? Skills • Can the student classify information using a visual format? • Can the student understand the universality of people's basic needs? •	BOOKS De Paola, Tomie. Charlie Needs A New Cloak. Prentice-Hall, 1974. Ginsburg, Mirra. Little Rystu. Greenwillow Books, 1978. Hoberman, Mary Ann. A House is a House for Me. Viking Press, 1978. My Village, My Family, My Asia. Asian Cultural Centre for UNESCO, 1981. Roy, Ronald. A Thousand Pails of Water. Alfred A. Knopf, Inc., 1978. Simon, Norma. All Kinds of Families. Whitman, 1976. AUDIOVISUALS If You Were Born in Puerto Rico. Troll Associates. Twelve filmstrips. Shelters Around You and Shelters of Other Lands. National Geographic. Geographic. Multi-media. Shelter: A Basic Need and Clothing, A Basic Need. Encyclopedia Britannica. Four filmstrips/4 cassettes. Activity Sheets.

CONCEPTS	ECONOMIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Interdependence • awareness of family members' reliance on each other for meeting needs and wants	Family interdependence is necessary to meet the needs and wants of family members. • members work to provide food, clothing, and shelter • members work to provide income to purchase these items • members care for one another • members provide services to one another • members make economic decisions regarding income, expenditures, savings • members act as consumers •	Make a checklist which includes common family responsibilities on the left and three columns for parent, child, and both on the right (see example below). Have students check which family members provide these goods or perform these services. Discuss student responses stressing the interdependence of family members and how interdependence varies in different family groups and situations.

	Provided By: Parent Guardian	Child	Both
Who works to provide income?			
Who cares for other family members?			
Who decides what things families buy?			
Who makes purchases?			

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Using Information • applying previously learned concepts and generalizations to the situation Participating in Interpersonal and Group Relations • recognizing that others may have a different point of view • recognizing and avoiding stereotypes Self-Management • decreasing ethnocentric perceptions	Knowledge • Can the student identify the goods and services provided by various family members? Skills • Can the student apply previously learned information to form generalizations about family interdependence? • Can the student understand that family members depend on each other to meet their needs and wants yet each family is unique in performance of its tasks?	BOOKS Dragonwagon, Crescent. Will It Be Okay? Harper & Row Publishers, 1977. Dragonwagon, Crescent. When Light Turns into Night. Harper & Row Publishers, 1975. Fyson, Nance Lui. A Family in China, and others in series. Lerner, 1985. Henry, Edna. Native American Cookbook. Messner, 1983. Nguyen, Chi & Monroe, Judy. Cooking the Vietnamese Way. Lerner, 1985. Zolotow, Charlotte. The Sky Was Blue. Harper & Row Publishers, 1963. AUDIOVISUALS Families. Pied Piper Products. Five filmstrips/cassettes. You, the Consumer. Society for Visual Education. Filmstrips/ cassettes. Who Are You? Troll Associates. Six filmstrips/cassettes.

CONCEPTS	ECONOMIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Scarcity • awareness of the conflict between unlimited needs and wants and limited resources • awareness of opportunity cost • awareness of economic decision-making necessary in making choices	People must make economic choices due to unlimited wants and needs and limited resources. Choices • are often difficult • are influenced by personal values • are influenced by cultural values • change over time • •	Explain that people have to give up buying one thing they may want so they can buy another item they need or want more. This is called OPPORTUNITY COST. Ask children to draw a picture of something they wish they could buy and discuss why they want the item, how they will buy it, and who else may wish for this item. On a worksheet, match pictures of family members with pictures of items each might wish to have. Discuss why each member might choose that item and how some family members give up what they may want for themselves so that they can have something that everyone in the family can use and enjoy or something another family member wants more. Text or study print pictures can help provide information. Have students share personal experiences of opportunity cost affecting their lives. Help students recognize how topics related to economic choices have global implications. Many people on earth have unlimited wants and limited resources.



POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Using Information • scrutinizing possible consequences of alternative courses of action **Participating in Interpersonal and Group Relations** • attentive to situational as well as personal causes of conflict • participating in group discussion • identifying value conflicts • setting up alternative courses of action **Self-Management** • increasing constructive attitudes toward conflict	**Knowledge** • Can the student discuss personal experiences of making economic choices and what influenced his/her decision? **Skills** • Can the student recognize value conflicts and set up alternative courses of action? • Can the student understand that scarcity causes conflict and how different values affect people's economic decisions? •	BOOKS Maher, John E. Ideas About Choosing. Franklin Watts, Inc., 1969. Taylor, Mildred D. Song of the Trees. Bantam Skylark Book, 1975. Van Leeuven, Jean. Benjy in Business. Dial, 1983. Williams, Vera B. A Chair For My Mother. Greenwillow, 1982. PERIODICAL Pennypower from Consumer Reports. AUDIOVISUALS Economics (Kit). Cypress Publishing. Two filmstrips/2 cassettes. "The Toy Store," in Economics for Primaries, Q.E.D. distributed by Society for Visual Education. Filmstrip/cassette. "The Garden," (economic choices) in Economics for Primaries, Q.E.D. distributed by Society for Visual Education. Filmstrip/cassette.

CONCEPTS	ECONOMIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Environment • awareness of its influence on the occupations of members of the communities **Interdependence** • awareness of meeting wants and needs with goods and services	People in all communities are producers and consumers of goods and services. • goods - something we use or use up • services - provided by people who do useful work to help others • producers - people who make goods or perform services • consumers - people who buy goods and pay for services 	Define and discuss goods and services. List a number of items and job descriptions or show pictures and have students identify each as a good or service. Have the students draw a picture of their parent's or guardian's job on the correct half of paper or class chart entitled "Jobs That Produce Goods," "Jobs That Provide Services." Have the class make a "Consumer's Dictionary." Each child will illustrate or write about a good or service they would use for a letter of the alphabet. Compile and return for classroom reference. Divide the class into groups. Each group can research a world community and make a poster which • shows people as producers of goods and services unique to their community • shows people as consumers of goods and services. Discuss the similarities and differences of each group report.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Presenting Information • using visual format **Using Information** • identifying similarities and differences in data • classifying using headings **Self-Management** • increasing constructive attitudes toward diversity	Knowledge Given appropriate examples, • can the student identify goods, services, and people as producers or consumers? Skills • Can the student recognize similarities and differences in data? • Can the student appreciate how people perform diverse roles as producers and consumers of goods and services? •	BOOKS Adler, David. Prices Go Up, Prices Prices Go Down: The Laws of Supply and Demand. Watts, 1984. German, Joan. The Money Book. Dandelion Press, 1983. Hirsh, Marilyn. Ben Goes Into Business. Holiday House Inc., 1973. Jameson, Cynthia. One for the Price of Two. Parents Magazine Press, 1972. Lisowski, Gabriel. How Terye Became a Milkman. Holt, Rinehart & Winston, Inc., 1976. Stevenson, James. The Wish Card Ran Out. Greenwillow, 1981. AUDIOVISUALS Community Services. Encyclopaedia Britannica. Shortstrips. People Serving Your Community. National Geographic Society. Four filmstrips/cassettes.

CONCEPTS	ECONOMIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Identity • self-awareness of values, feelings, heritage, and experiences which affect individual choices **Empathy** • understanding the diverse influences of people's wants, needs, and ways of meeting them **Environment** • awareness of the influence of geography, climate, and resources on people's wants, needs, and ways of meeting them	People's needs, wants, and ways of meeting them are influenced by many factors. • culture • values • environment • experience • accessibility of information • technology • •	Explore advertising with students to consider what appeals are made. Consider factors that influence purchases such as a car, a bicycle, or a jacket. Listen to the Fiddler on the Roof song "If I Were a Rich Man" using it as a base for exploring this content understanding. Many folktales have people's wishes and desires as a theme. Use them to compare and contrast what people want and why.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Using Information • identifying relationships among the parts • applying previously learned concepts to the situation **Self-Management** • increasing the ability to empathize	Knowledge • Can the student display an understanding of the relationship between needs and wants and the personal and community influences on them? Skills • Can the student apply previously learned concepts to the situation? • Can the student understand that people meet their needs and wants in many ways influenced by personal choice and community type? •	BOOKS Ancona, George. Bananas: From Manolo to Margie. Clarion Books, 1982. Berson, Harold. Kassim's Shoes. Crown Publishers, Inc., 1977. Johnson, Sylvia. Rice. Lerner, 1985. Klevin, Jill. The Turtle Street Trading Company. Delacorte, 1982. Perl, Lila. Tybee Trimble's Hard Times. Clarion, 1984. Yashima, Taro. Umbrella. Viking Press, 1967. PARTICIPATION PROJECTS (See Teacher Notebook) "Class to Class Pen Pals" TEACHER REFERENCES Strategies for Teaching Economics: Primary Level (Grades 1-3). Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036, 1977.

CONCEPTS	GEOGRAPHIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Environment • awareness that a map is a representation of the surface of the earth, or a part of it • awareness of the utility of maps for learning about and studying our community and the world	Places can be shown on maps. • locations • boundaries • directions • distances • symbols • physical features •	Reinforce map and globe skills by reviewing the geographic concepts listed under the content heading. Locate your community on State and national maps and on a globe. Throughout the course of the year students could refer to maps and globes to identify world communities they are studying. Recognition of continents and countries studied on maps of varied scale should be encouraged. Students could use art media to create maps or map games for practicing recognition of map features. Have the children locate their community on a State and national map and on a globe. Have students locate their family ties to other parts of the world using maps and globes.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • from maps, globes, atlases Using Information • developing tables, charts, maps, and graphs to clarify data and ideas Self-Management • developing constructive attitudes toward diversity	Knowledge • Can the student demonstrate an understanding of the information necessary for and to be found on a map? Skills • Can the student label maps to clarify data? • Can the student understand that maps show us the many different conditions under which people live? • Can the student develop tables, charts, maps, and graphs to illustrate data and ideas? •	BOOKS Madden, James F. The Wonderful World of Maps. Hammond, 1981. Warrender, Annabel and Jenny Tyler. The Instant Answer Book of Countries. Hayes Book Company, 1978. AUDIOVISUALS "The Map: Earth Picture," "Working With Maps," "Answering Questions With Maps and Globes" in The Language of Maps and Globes, Encyclopaedia Britannica Educational Corporation, 1980. Discovering Maps and Globes, January Productions, 1978. Filmstrip/ cassettes. Geography Map Games. Opportunities for Learning, Inc. Kit. You, Too, Can Make a Map. Churchill Films. 16mm film.

CONCEPTS	GEOGRAPHIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Environment • awareness that a globe is a model of the earth • awareness that the globe represents land, water, and location of places on the earth	Places can be shown on a globe. The globe as a model of the earth • shows continents and oceans • shows the North and South Poles • can be divided into hemispheres • is marked with imaginary lines of latitude and longitude; the equator circles the surface of the globe at the center • shows comparative distances and sizes The topic of change of seasons frequently discussed in science could be explored in an interdisciplinary study. Studying global satellite communications links could correlate well with this study.	Use appropriate media, map skill publications, and textbooks for instruction in conjunction with these activities. Have globes, world maps, and world puzzles available in the room for student use. Display appropriately labeled posters and maps of the continents. Make a matching bulletin board of continents and name cards with strings which students may use to correctly connect them. Discuss the meaning and use of colors on the globe. • land - (physical globe) green/brown shades (political globe) multi-colored to represent countries • water - blue Locate the equator and develop the concept of Northern and Southern Hemispheres in relation to it. Make globes of balloons covered with papier-mache. Have students trace the continents from maps and place on the globe. Use yarn for the equator. Cut a rubber ball in sections as you would section an orange. Press it on a flat surface to show children how round objects are distorted when flattened. Explore other ways of cutting to achieve minimum distortion.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • from maps and globes Using Information • using globes to clarify data and ideas Self-Management • decreasing ethnocentric perceptions	Knowledge • Upon presentation of a globe, can the student identify the continents, oceans, equator, and Northern and Southern Hemispheres? • Can the student understand that the globe represents the earth? Skill • Can the student locate places on maps and globes? •	BOOKS Knowlton, Jack. Maps & Globes. Crowell, 1985. AUDIOVISUALS Disney's Beginning Map Skills. Walt Disney Educational Media Company. Six filmstrips/ 6 cassettes. Language of Maps & Globes. Encyclopedia Britannica. Five filmstrips/5 cassettes.

CONCEPTS	GEOGRAPHIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Environment • awareness of relationships between geographic and climatic influences on each type of community Empathy • awareness of the similarities and differences between each type of community around the world	Communities around the world differ from one another in physical features. • land use • population density • architecture • services • transportation • • • Students might compare urban communities in the United States with urban communities in South America, Europe, Asia, and Africa. Cities selected could be important seaports for world trade, interior cities near agricultural areas, or cities developed around industrial centers.	Explore the similarities and differences between selected world communities in terms of: - land use - population - architecture - services - transportation Review facts about a rural community in the United States compared with selected rural communities in areas such as South America, the Middle East, Asia, Africa, and Canada. Emphasize climatic conditions and their causes, adaptations people have made in their environment, and ways people have used their environment to meet basic needs. Balance the study of rural farming and rural non-farming communities. Students might study suburban communities in the United States and compare them with suburban communities in South America, Africa, Asia, and Northern Europe. Emphasize growth patterns and life-styles.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • from a variety of sources Using Information • identifying differences and similarities in data • organizing collected data Self-Management • increasing ability to empathize	Knowledge • Can the student identify distinguishing features between communities? Skills • Can the student identify similarities and differences in data? • Can the student understand the similarities and differences of community types around the world? • Can the student gather information from a variety of sources? •	AUDIOVISUALS "Answering Questions With Maps and Globes," in The Language of Maps and Globes. Encyclopaedia Britannica Educational Corporations. Filmstrip/cassette. Australia & New Zealand. Nystrom/Eye Gate. Three filmstrips/3 cassettes. BOOKS Dixon, Dougal. Deserts and Wastelands. Watts, 1985. Horton, Casey. Grasslands. Watts, 1985. Livingston, Myra Cohn. Earth Songs. Holiday, 1986. Stone, Jon. Big Bird in China. Random, 1983. PARTICIPATION PROJECT "Geography Learning Center" TEACHER REFERENCE Shoresman, Michelle & Gumpert. A Children's Palace: Ideas For Teaching About China. Center for Asian Studies.

CONCEPTS	GEOGRAPHIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Environment • awareness of the relationship between geographic and climatic influence and one's life-style	Life-style in a community is influenced by environmental and geographic factors. • community type (rural, urban, suburban) • occupation, food, shelter, clothing, recreation • climate • physical features • soil, vegetation • availability of energy resources • •	Select communities from different geographic areas. As students study the areas, compare and contrast each community's life-style (occupations, food, shelter, clothing, recreation) as influenced by - climatic conditions - physical features - soil, vegetation - energy resources Examples of communities for case studies: • Communities located in tropical rainforests to stress the impact of climate on vegetation and the ways basic needs are met. • Forest lands in Northern Canada and in South America. Emphasize ways people adjust to habitat. • Mountain communities as in Switzerland and Japan stressing ways the environment has been utilized. • Desert communities in South-western United States compared to a desert community in Africa, emphasizing adaptations people make to this environment. • Farming communities, such as in the central United States, the Ukraine, or Argentina, stressing climatic, soil, and vegetational features which make them the most productive farm lands.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • through listening • through media Using Information • identifying differences and similarities in data • identifying main topics and subtopics Self-Management • increasing ability to empathize	Knowledge • Can the student explain how climate and geography may affect a family's life-style? Skills • Can the student recognize similarities and differences in information presented? • Can the student understand that geographic and environmental forces influence one's life-style? • Can the student identify main topics and subtopics? •	BOOKS Batten, Mary. The Tropical Forest. Thomas Y. Crowell Company, 1973. Berger, Gilda. Mountain World. Coward, McCann and Geoghegan, Inc., 1978. Billout, Guy. By Camel Or By Car; A Look At Transportation. Prentice-Hall, 1979. Goetz, Delia. Deserts. William Morrow and Company, 1956. ____. Grasslands. William Morrow and Company, 1959. Watts, Lisa and Jenny Tyler. The Children's Book of the Earth. Hayes Book Company, 1976. PARTICIPATION PROJECT "Imagination Island"

CONCEPTS	GEOGRAPHIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Environment • awareness of its influence on community's settlement • awareness of community adaptation to it Technology • awareness of environmental factors influencing the development of an area	The development of a community is influenced by environmental and geographic factors. • physical features • climate • vegetation • availability of natural resources To reinforce third grade math understandings, students could compare climatic information (temperature, rainfall, snowfall) between two or more world communities. Students could use charts and graphs to collect and organize their information.	Students could work in groups to collect information for a data chart about a world community. COMMUNITY: Physical Features Climate Vegetation Natural Resources They could then hypothesize about their community and test their hypotheses by using a variety of sources. Their study could include information about occupations, settlement patterns, transportation, housing, and recreation. Students could learn how to develop a piece of cause and effect writing using a statement supported by examples. The group charts could serve as a data base.

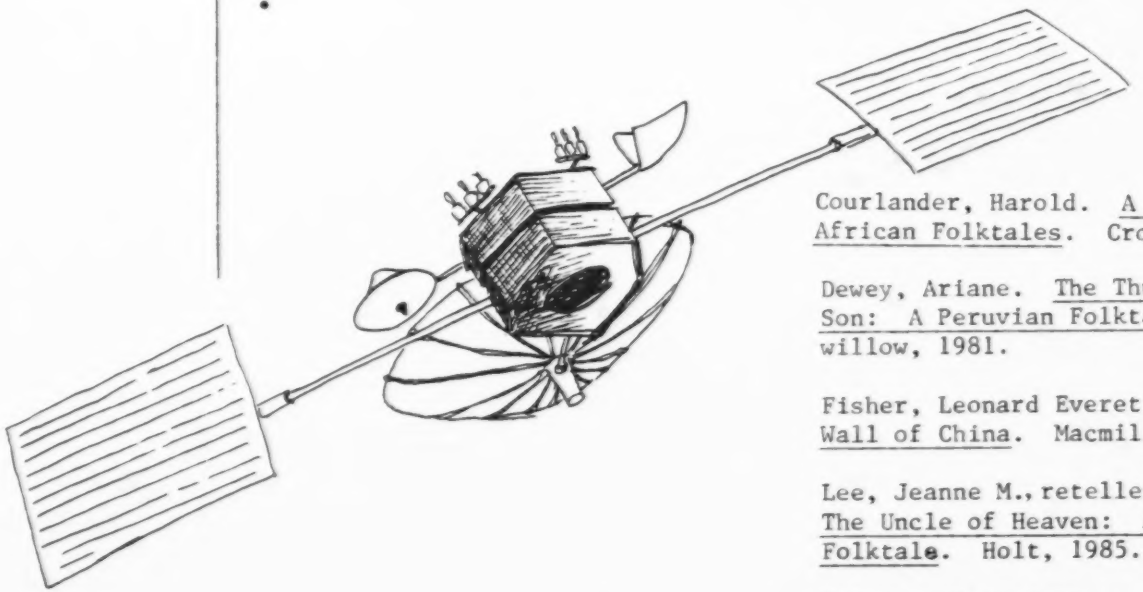
POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • collecting information from visuals and printed sources • identifying relevant data • organizing collected information Participating in Interpersonal and Group Relations • learning and developing the skills of being a discussion participant • witholding judgment until the facts are known Self-Management • increasing ability to empathize	Knowledge • Can the student identify environmental factors which influence a community? Skills • Can the student gather, organize, and use information? • Can the student understand the environmental influences on a community? •	BOOKS Lye, Keith. Take a Trip To Argentina. Take a Trip To Wales. Take a Trip To Czechoslovakia. Take a Trip To Portugal. Watts, 1986. Pitt, Valerie. Let's Find Out About the Community. Franklin Watts, Inc., 1972. PARTICIPATION PROJECT (See Teacher Notebook) "Our Town: Weather We Live With"

CONCEPTS	GEOGRAPHIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Change • awareness of its continuous process Environment • awareness of how people adapt to and modify their environment to meet their needs and wants Technology • awareness of tools and methods used by people to meet their needs and wants	People adapt to and/or change their environment. • agricultural development • construction projects • natural resources development • transportation networks • communication facilities • •	Using the examples below or other appropriate communities, read, view, and discuss how communities use technology to adapt to their environment. Discuss a variety of communities such as: • Mountain communities, as in Switzerland and Wyoming, bringing out ways the environment has been utilized. • Desert communities in the Southwestern United States compared to desert communities in the Middle East and Africa, emphasizing adaptations people make to this environment. • Communities located in forest lands in Northern Canada and in South America. Emphasize ways people adjust to habitat. • Communities located in tropical rainforests to stress impact of climate on vegetation and the ways basic needs are met. What knowledge is required? What technology, tools, and methods are used? What resources are utilized in order for people to meet their needs and wants and exist in this community? Have groups of children illustrate a before-and-after type of picture of each community showing adaptation and changes made by people to the land.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • from visuals • from print sources • through listening Participating in Interpersonal and Group Relations • participating in group discussions Self-Management • developing constructive attitude toward change	Knowledge • Can the student identify ways people adapt to and change their environment? Skills • Can the student participate in a group discussion using information gathered from a variety of sources? • Can the student understand that people have adapted to and changed their environments? •	BOOKS Aardema, Verna. Bringing the Rain to Kapiti Plain. Dial Press, 1981. Foster, Joanne. Homes: Shelter and Living Space. Parents Magazine Press, 1972. Hoban, Tana. Big Drill: Dump-Fill. Greenwillow Books, 1975. MacCauley, David. Unbuilding. Houghton Mifflin Company, 1980. ____. Underground. Houghton-Mifflin Company, 1976.

CONCEPTS	HISTORIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Change • awareness that technology and scarcity can cause change • awareness that change is continuous and can cause conflict • awareness that personal attitudes and values influence change	Communities change over time. • size • ways of living • population • discovery, use, and depletion of natural resources • attitudes, beliefs, and values of community members • food • shelter • clothing When choosing communities for THEN and NOW murals, it is helpful to use Asian and African examples as well as Western examples to illustrate that all areas of the world have changed over time. Native American examples would also be appropriate.	To explore the idea that communities have existed since ancient times in all areas of the world, students could work in groups making THEN and NOW murals. Using input from a variety of print and nonprint sources, they could decide as a group which then and now features to illustrate for each of the world communities studied. The sets of murals could be prepared and used as a springboard for discussions of before, after, and comparative times. The understanding of chronologic time is extremely difficult for young students to grasp. Activities such as this can help them develop time awareness in preparation for later historic content.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • using a variety of sources of information **Using Information** • evaluating data by differentiating fact from opinion • identifying frame of reference **Self-Management** • developing constructive attitudes toward change	**Knowledge** • Can the student share examples of how his/her community has changed? **Skills** • Can the student gather information evaluating personal influences on the data? • Can the student understand that change affects people's lives and seek the best possible solution to any conflict or dilemma caused by change? •	BOOKS Aardema, Verna. Bimwiliad The Zimwi. Dial, 1985. ____. Oh Kojol How Could You? Dial, 1985. Beekman, Daniel. Forest, Village, Town, City. Crowell, 1982. Belpre, Para. Once in Puerto Rico. Warne, 1973. Binzen, Bill. Miguel's Mountain. Coward, McCann and Geoghegan, Inc., 1968. Courlander, Harold. A Treasury of African Folktales. Crown, 1975. Dewey, Ariane. The Thunder God's Son: A Peruvian Folktale. Greenwillow, 1981. Fisher, Leonard Everett. The Great Wall of China. Macmillan, 1986. Lee, Jeanne M., reteller. Toad is The Uncle of Heaven: A Vietnamese Folktale. Holt, 1985. Walter, Mildred Pitts. Brother to the Wind. Lothrop, 1985.



CHANGES	HISTORIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Change • awareness of its continuous pattern, past/present/future **Technology** • awareness of need for creativity in developing methods, knowledge, tools, and inventions for the future	Communities of the future will be different in many ways. • location • architecture • transportation • communication • education • resources • occupations • recreation • • •	Play a Jeopardy-type game for three days with the students. Divide the class into 5 or 6 groups, depending on the number of topics used. Each day each group chooses a topic (homes, transportation, occupations, recreation, new knowledge, resource use), an area (land, water, space), and a future time (15, 25, 50 years or any time designations you choose). The group will spend time planning, discussing, and illustrating their future design. They will present it to the class, discussing changes, reasons for them, what technology will be needed, and how the change will affect their lives. Students could explore the options discussing and rating <u>preferable</u> future options. Finally, they could develop steps of a plan for how to achieve the preferable options. Any other topic of interest may be added for futuristic development: clothing, school buildings, personal appearance, food, or education.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Presenting Information • using visuals for communicating ideas Participating in Interpersonal and Group Relations • defining basic issues • setting up hypothesis Self-Management • developing constructive attitudes toward change	Knowledge • Can the student discuss ways in which communities may be different in the future? Skills • Can the student hypothesize about the future? • Can the student understand that many things in the community will be different in the future but that people can help direct change? • Can the student define basic skills? •	BOOKS Ardley, Neil. Fact or Fantasy? Watts, 1982. Halacy. Your City Tomorrow. Four Winds, 1973. Ouackenbush, Robert. Who Said There's No Man on The Moon? Prentice, 1985. AUDIOVISUALS Spaceship Earth. United Nations Association.

APPENDIX A:

STUDENTS WITH HANDICAPPING CONDITIONS

The Board of Regents, through revising the Part 100 Regulations of the Commissioner and the Action Plan, has made a strong commitment to integrating the education of students with handicapping conditions into the total school program. According to Section 100.2(s) "Each student with a handicapping condition, as such term is defined in Section 200.1(ii) of this Chapter, shall have access to the full range of programs and services set forth in this Part to the extent that such programs and services are appropriate to such student's special educational needs." Districts must have policies and procedures in place to make sure that students with handicapping conditions have equal opportunities to access diploma credits, courses and requirements.

The majority of students with disabilities have the intellectual potential to master the curricula content requirements for a high school diploma. Most students who require special education attend regular education classes in conjunction with specialized instruction and/or related services. These students must attain the same academic standards as their nonhandicapped peers in order to meet these requirements. For this reason, it is very important that at all grade levels students with handicapping conditions receive instruction in the same content areas so as to receive the same informational base that will be required for proficiency on statewide testing programs and diploma requirements.

The teacher providing instruction through this syllabus has the opportunity to provide an educational setting which will enable the students to explore their abilities and interests. Instruction may be provided to handicapped students either by teachers certified in this subject area or by special education teachers. Teachers certified in this subject area would be providing instruction to handicapped students who are recommended by the Committee on Special Education (CSE) as being able to benefit from instruction in a regular educational setting and are appropriately placed in this setting. Special education teachers may also provide this instruction to a class of students with handicapping conditions in a special class setting.

Teachers certified in the subject area should become aware of the needs of students with handicapping conditions participating in their classes. Instructional techniques and materials must be modified to the extent appropriate to provide students with handicapping conditions the opportunity to meet diploma requirements. Information or assistance is available through special education teachers, administrators, the Committee on Special Education or a student's IEP.

STRATEGIES FOR MODIFYING INSTRUCTIONAL TECHNIQUES AND MATERIALS

1. Prior to having a guest speaker or taking field trips, it may be helpful to structure the situation. Use of a checklist or a set of questions generated by the class will help students focus on relevant information. Accessibility for students with handicapping conditions should be considered when field trips are arranged.

2. The use of computer software may be appropriate for activities that require significant amounts of writing by students.

3. Students with handicapping conditions may use alternative testing techniques. The needed testing modifications must be identified in the student's Individualized Education Program. Both special and regular education teachers need to work in close cooperation so that the testing modifications can be used consistently throughout the student's program.

4. Identify, define and pre-teach key vocabulary. Many terms in this syllabus are specific and may need continuous reinforcement for some students with handicapping conditions. It would also be helpful to provide a list of these key words to the special education teacher in order to provide additional reinforcement in the special educational setting.

5. Check periodically to determine student understanding of lectures, discussion, demonstrations, etc. and how this is related to the overall topic. Encourage students to express their understanding. It may be necessary to have small group discussions or work with a partner to determine this.

6. Provide students and special education teachers with a tape of lectures that contain substantial new vocabulary content and of guest speakers for further review within their special education classes.

7. Assign a partner for the duration of a unit to a student as an additional resource to facilitate clarification of daily assignments, timelines for assignments and access to daily class notes.

8. When assigning long-term projects/reports, provide a timeline with benchmarks as indicators for completion of major project/report sections. Students who have difficulty with organizational skills and time sequence may need to see completion of sections to maintain the organization of a lengthy project/report.

Special education teachers providing this instruction must also become familiar with the goals and objectives of the curriculum. It is important that these teachers provide their students with the same or equivalent information contained in the curriculum.

Regardless of who provides the instruction, the cooperation between teachers of regular and special education programs is essential. It is important for the students as well as the total school environment.

ALTERNATIVE TESTING TECHNIQUES

Another consideration in assisting students with handicapping conditions to meet the requirements of regular education is the use of alternative testing techniques. Alternative testing techniques are modifications of testing procedures or formats which provide students with handicapping conditions equal opportunity to participate in testing situations. Such techniques provide the opportunity to demonstrate mastery of skills and attainment of knowledge without being limited or unfairly restricted by the existence of a handicapping condition.

The Committee on Special Education (CSE) is responsible for identifying and documenting the student's need for alternative testing techniques. This determination is made when a student is initially referred to the CSE, is reviewed annually for as long as the student receives special education services, and is reviewed when the student is determined to no longer need special education services. **These modifications are to be used consistently throughout the student's educational program.** Principals ensure that students who have been identified by the CSE as educationally handicapped are provided the alternative testing techniques which have been recommended by the CSE and approved by the Board of Education.

Alternative testing techniques which have been specified on student IEPs for use by a student must be used consistently in both special and regular education settings. Regular classroom teachers should be aware of possible alternative testing techniques and should be skilled in their implementation.

The coordination and cooperation of the total school program will assist in providing the opportunity for a greater number of handicapped students to meet the requirements needed to pursue a high school diploma. The integrated provision of regular education programs, special education programs, remediation, alternative testing techniques, modified teacher techniques and materials, and access to credit through alternatives will assist in enabling such students to pursue the high school diploma to a greater degree. The teacher who provides instruction through this curriculum has a unique opportunity to assist such students in their individual goals.

Additional information on alternative testing modifications is available in the manual, Alternative Techniques for Students with Handicapping Conditions which can be obtained from:

New York State Education Department
Office for Education of Children with Handicapping Conditions
Room 1071 Education Building Annex
Albany, New York 12234

Infusing Awareness of Persons with Disabilities Through Curriculum

In keeping with the concept of integration, the following subgoal of the Action Plan was established:

> In all subject areas, revisions in the syllabi will include materials and activities related to generic subgoals such as problem solving, reasoning skills, speaking, capacity to search for information, the use of libraries and increasing student awareness of and information about the disabled.

The purpose of this subgoal is to ensure that appropriate activities and materials are available to increase student awareness of disabilities.

This syllabus, by design, includes information, activities and materials regarding persons with handicapping conditions. Teachers are encouraged to include other examples as may be appropriate to their classrooms or the situation at hand. Teachers are also encouraged to assess the classroom environment to determine how the environment may contribute to student awareness of persons with disabilities.